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ABSTRACT

This K-12 sequential curricular program in drug prevention was developed by teachers in six participating counties in Florida, as a result of the Drug Abuse Education Act passed by the Florida Legislature making such education mandatory in the public schools (K-12) beginning in the 1971-72 school year. This program is based upon the creation of behavior involving the realms of cognitive, affective, and normative domains, which is hoped will result in the individual's abstinence from the use of drugs. The program was not written by "experts" in the field of drugs and narcotics nor by a professional writer, but by experienced classroom teachers. It was developed as an initial step in devising a curriculum program and is also offered as a basis for a community action program. Generally, it is written in outline style and organized according to three areas: content, suggested student activities, and resources and materials. Extensive appendixes include a list of slang terms, films, sources, a student dialogue on the use and abuse of drugs, supplementary materials, directory of health services and agencies, school policies, Florida statutes, etc. A bibliography of books, journals and pamphlets follows. (LK)

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SANTA ROSA OKALOOSA WALTON HOLMES WASHINGTON BAY

OPERATION DRUG PREVENTION

A CURRICULUM GUIDE K-12

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OPERATION DRUG PREVENTION: A CURRICULUM GUIDE K-12

Cooperative Endeavor of Six West Florida Counties
Bay, Holmes, Okaloosa, Santa Rosa
Walton, Washington

Supported by the Educational Research and Development Center
at The University of West Florida Pensacola, Florida
and the Florida State Education Department

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Pensacola, Florida Winter, 1972

INTRODUCTION

There is little doubt that the illegal use of heroin, marijuana, and LSD in this country is on the increase by nearly every segment of our population. However, abuse of illegal chemical agents has increasingly come to involve younger persons. For example, half the known addicts in the United States are under age 30, and growing numbers are under age 20. During the last few years, there has been a veritable epidemic of heroin abuse in those 16 years and under; with increasing frequency heroin is used by affluent youngsters. Marijuana is a drug that has also caught the fancy of the young. Studies conducted in 1966-1969 indicate that about 15 per cent of all college students use marijuana on more or more occasions, and about 10 per cent of all high school students use marijuana on one or more occasions. The use of LSD by college students has been placed as high as 15 per cent in California and 7 per cent in Connecticut to 5 per cent country-wide. There also appears to have been a profound increase among school-age youth in illicit use of stimulants of the amphetemine variety and depressants of the barbiturate family. A recent (1970) survey of college students in Florida conducted by the Attorney General's office revealed that more than 2,250 students drop out of college each year because of heroin addiction; and 20 per cent of the students in Florida universities, colleges, and junior colleges are <u>regular</u> users of marijuana (a rather alarming increase over the 1966-1969 figures).

Many agencies in society have studied the drug abuse problem both superficially and in depth, and numerous proposals have been made for the solution of this problem. An overwhelming majority of these proposals take the form of legislation which increases penalties for drug abuse or provides for the rehabili-

tation of drug users to society, both of which have proven to be ineffective and expensive and may to some extent even contribute to the magnification of the problem. Other proposals have been forwarded which suggest that "something" should be done in our public schools regarding drug education. These proposals have been somewhat vague and general in nature since they are made by those who are not able to be specific due to a lack of expertise and a lack of accurate data by research experts with respect to what is possible regarding curricular innovation in drug abuse education in the public schools.

Most communities in Florida have come to the awesome realization that students "must" be educated to the dangers associated with the use and misuse of drugs and narcotics. It is another thing entirely, however, for the schools in the communities to provide the right kind of education relative to the drug problem. The one-shot program, utilizing resource people such as state or local police, druggists, medical doctors, addicts or ex-addicts, social workers, etc., in an assembly program once a year is of little or no value. Also doomed to failure are the kinds of programs designed by relatively uninformed teachers who are assigned the job of including a few remarks about drug addiction in their programs while they also talk about alcohol, tobacco, communism, and sex. Teachers who know less about drugs than their students are marked for failure. Anything less than a well-planned, coordinated, implemented program will no doubt range from ineffective to catastrophic.

Recently, the Florida Legislature passed a Drug Abuse Education Act making such education mandatory in the public schools (K-12) beginning in the 1971-72 school year. Inherent in this bill was the realization by Floridians that in the final analysis there is only one way to solve the drug abuse problem; and that is to reach the minds of the youth who are relatively untainted by the

prevalent attitudes which condone, even encourage, the abuse of drugs. The public schools provide the only reasonable vehicle for reaching the developing minds of youth; and since such schools are already in existence, the cost of developing such a program should be negligible.

Educators cannot take the attitude that any meager effort is good, or that once the subject in introduced through an assembly speaker the "law has been covered" or that a haphazard "crash program" will do the job.

It was felt that the solution to the problem of drug abuse was to be found in a curricular program introduced in the elementary school, the middle school, and the high school. This program is based upon the creation of behavior involving the realms of cognitive, affective, and normative domains which is hoped will result in the individual's abstinence from the use of drugs. In addition, a significant aspect of the solution includes a definition, on the part of the teaching profession, of the type of behavior which is desirable, and the development of educational experiences which contribute to the development of that behavior.

The sequential curricula program contained herein, beginning at the kindergarten level and extending through grade twelve, was developed by teachers in the six participating counties who teach at the specific levels for which they are written. It was not written by "experts" in the field of drugs and narcotics nor by a professional writer. Rather, it was drawn up by experienced classroom teachers who know the needs of a particular level, the peculiarities of specific age groups, and certainly, and most important to the secondary level, by people who are knowledgeable in a subject discipline and in attitudinal development having received special training to teach in these areas.

The program began at the Regional Conference on Drug Abuse Education (Novem-

ber, 1970) through introducing regional educators (a seven-county area) to suggestions as to how a curricular program on drug education might be developed and specific involvement of teachers in the formulation of statements of desirable behavior which could be reduced to behavioral objectives necessary to the development of the curricular program for the prevention of drug abuse.

From this meeting developed a proposal for Operation Prevention to be funded by the six participating counties. Each of these counties felt the proposed program was needed in their schools and approved the plans for Operation Prevention. A meeting was then held involving representatives from each county, the University of West Florida and the Florida State Department of Education. After the meeting each county coordinator returned to his county and selected a number of outstanding teachers from grades K-12 who were willing to cooperate in developing a drug abuse education program.

The first of three regional monthly meetings was held on March 3, 1971, in De Funiak Springs. Part of each of these meeting days was devoted to "information giving" relative to drug abuse, and part to developing ideas, exploring attitudes and outlining curricula plans. Between these monthly meetings each county team held individual meetings and invited all other teachers in their county to make a contribution to the program. The result was that every teacher in the six counties had an opportunity to guide the development of Operation Prevention. In addition, each of the six counties began developing a written curricula focusing on drug abuse education.

These activities culminated in a week long Operation Prevention Summer Workshop held at the University of West Florida, June 14th-18th. This workshop differed from the typical drug abuse education training programs in several important respects.

The program included a considerable amount of direct information exchange. Various experts, including other educators, researchers, law enforcement officials and psychologists presented their perspective on drugs and drug abuse. An ample opportunity to discuss issues informally with these people was also built into the program.

In addition to providing teachers with the most up-to-date information on drugs and drug abuse, this program attempted to equip teachers to lead discussions with students on drugs; understand the dynamics of small groups (the type of setting which is often useful for this kind of discussion); and most importantly, to understand and communicate with students on this vital issue.

As a means of accomplishing this, the program included a substantial amount of time to small group training on the processes and dynamics of such groups. An important feature of this small group training was the inclusion of a number of young people, both high school students from the six participating counties and college students, who were familiar with the drug situation today, into these training sessions. During the discussion with these young people, teachers came to an understanding of some of the motivating forces acting on young people today, and learned a great deal about their own feelings and attitudes regarding drugs, drug abuse, and even the young people themselves. In addition, the program also included specific opportunities and a significant amount of time to work on curriculum development. Time was devoted to this urgent endeavor each day in achieving the goal of having a workable curricula for the different grade levels by the end of the training program.

A NOTE TO THE TEACHER:

We live in a drug oriented society, where children are saturated with

the wonders of drugs from the time they are first able to see television commercials on aspirin and Geritol. Children accept drugs as a necessary part of society. The problem arises when they have to differentiate between the legal and the illegal. How are we to explain the difference between the drugs doctors prescribe for them and the drugs accepted by their parents and the drugs they learn about in school? The teacher's role is one of prevention, familiarizing pupils, making them aware, and building a base in human values. We cannot and must not use fear tactics. Research indicates that police tactics and negative attitudes are not effective. Children's attitudes are not changed by these methods. Neither must we dwell on hard narcotics, but especially at the elementary school level, we must approach drug abuse problems from a positive viewpoint. The secret is THE HOW, THE WHY, AND WITH WHAT ATTITUDES do you present drug abuse education.

The key is one of building proper attitudes, teaching decision making, working from the concept and appreciation of the human body. Basic to developing attitudes and appreciation is how do you solve your problems, what do I have with which to meet life?

Citizenship needs to be stressed. Another teacher responsibility is to point out the relationship between drugs and being a good citizen. The basic concept of the laws being challenged is another aspect on which we must work. As citizens we need to learn respect for the law.

The problem with our school age children is not so much of marijuana, heroin, and hard narcotics, but one of teaching values, and one of producing mentally healthy and socially adjusted children.

We are already teaching the effects of alcohol and tobacco as required by state law. In teaching about drug abuse, as in all curriculum areas, we must avoid lecturing and moralizing. The underlying concept of the program is one of responsibility, responsibility to ourselves and to others. We must stress reason and awareness as opposed to punishment, fear, and morality. Positive and negative aspects must be stressed but not dwelled upon. These concepts are not only about drugs, but about people. We want to produce behavioralistic change. Guidance in the child's emotional and social development is most important. The strongest deterrent to drug abuse in a child's future lies in his strength of character and in his ability and determination to face life and enjoy it through the wholesome understanding and constructive use of his own resources.

The following pages contain some ideas developed by teachers in your county as an initial step in devising a drug abuse education curriculum program in grades K-12. These curricula ideas are only resources and a starting point to generate creative approaches for Operation Prevention. As in the case of any such curricular innovation, an on-going program of evaluation must be instituted which will result in a continuance of curricular improvement and clearly demonstrate the benefits of the program. It is hoped that this year each of you will share with those of use in the other counties the results of your teaching in drug abuse; thereby strengthening our curricular program in each succeeding year.

The development of a curricular program to create attitudes, understandings, and appreciations which result in abhorrence of drugs and an abstinence from the use of drugs will place the six counties in the Florida Panhandle in a position of statewide prominence and leadership in drug abuse education.

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In 1970, after meeting with several professors of the University of West Florida, and after conversations with several education leaders, it became obvious that the State Legislature must provide the necessary vehicle for a drug education program to be developed. Senate Bill No. 634 was subsequently developed to provide legislation to accomplish this end. Senate Bill 634, which was passed during the 1970 session, provided a structure for a comprehensive approach to this matter of vital concern to us all. The requirement of the law is that all children in public school be enrolled in classes that teach them the dangers of drug abuse.

The University of West Florida, under the leadership of Dr. Bob Thornton and Dr. Billy Williams and the school boards and school superintendents of six of the most westerly counties in Florida, have been involved in formulating a program which will be the model for the entire State.

The citizens of the State of Florida owe this group a debt of gratitude for undertaking and completing this vital task. We must now undertake an additional task of desseminating this very fine work to the teachers of our State education system. I feel positive that after having made this excellent beginning the program will be a tremendous success and we will be providing a valuable service to the young people in our State.

John Broxson

John Broxson
Senator, First District

FLOYD T. CHRISTIAN
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STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

August 2, 1971

Dr. Billy Williams
Vice President for Education
University of West Florida
Pensacola, Florida 32504

Dear Dr. Williams:

It gives me great pleasure to know that a cooperative effort in the vital area of drug abuse education has been demonstrated in "Operation Prevention." The University of West Florida and the participating counties of Bay, Holmes, Okaloosa, Santa Rosa, Walton and Washington will profit in many ways from this endeavor. Frequently, it is not immediately realized.

I was also pleased to know that during the training sessions and curriculum development that students were part of the involvement. It has been my sincere feeling that in the area of drug education that we pull together all available resources and share the expertise that is available for the benefit of all people in Florida.

Please continue your fine work and feel free to share your experiences with me.

Sincerely,

Floyd T. Christian

Floyd T. Christian

FTC:M

AUG 5 1971

ACKNOWLEDGEMENTS

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PHILOSOPHY FOR DRUG PREVENTION IN EARLY CHILDHOOD YEARS

Whenever faced with serious societal problems, education automatically assumes responsibility for attempting to find the solution. Recently, the Florida Legislature passed a Drug Abuse Education Act making such education mandatory in the public schools (K-12) beginning in the 1971-72 school year.

The straight lecture and textbook methods of instruction have proved unsuccessful. Research indicates that preaching, moralizing, misinforming, using fear tactics and exaggerating in dealing with respect for drugs do not work. The method of teaching drug respect will be a positive child-oriented approach. Communication between young people and adults should be encouraged.

The development of individual attitudes will be of utmost importance. Drug respect will be taught as a complete academic subject in a specific block of time throughout the school year. Furthermore, as various situations arise, the teacher and students will recognize the problem at hand and discuss possible solutions. This approach, though time consuming, is necessary in order to develop awareness of personalities and behaviors.

The basis for this K-3 curriculum is a total approach to health incorporating the inter-relatedness of emotional, intellectual, social and physical well-being. At this formative level of childhood, attitudes must be developed to serve as a foundation for understanding, respecting and appreciating the role of drugs in healthy living. Parent involvement, orientation and education must be an integral part of this program.

The K-3 program is based on three broad concepts: personal responsibility for developing a healthy mind; drugs and poisons in the child's environment and personal responsibility for developing a healthy body.

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Awareness of Feelings 	Teacher-student discussions about "good & bad" feelings such as like, love, excitement, happiness, friendliness, patience, forgiveness, relaxing, trust, compassion, humor, affection, pleasure boredom, sadness, dislike, hate, jealousy, frustration, laziness, anxiety, disappointment, disgust, fear, hostility, anger, expectation Both teacher and students will express their feelings as they happen. Possible use of "time out" place to cool off is suggested. The students will pantomine the above feelings. The teacher will make available a variety of mood music and the students will express how the music makes them feel. The students will tell something they like and dislike about themselves.	Books Film 16mm Psycology-Overcoming Fear Coronet I'm for You-and You're for Me, Watts Belinda and Me, Braucher Who Will Be Mine, Golden Gate First Delights, Tudor First Day at School, Holland Nights Nice, Emberley The Way Mothers Are, Schlein I Learn About Sharing, Roorbuch David Was Mad, Bill Martin, Jr. Kinder Owl, Winston What Do You Love, Steiner Little Boys, Nagel Instructor charts: Understanding Our Feelings

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Awareness of Feelings 	Sociogram based on suggested questions. Who do you like to play with best? Who do you like to work with best? Who do you like to share with best? Attitude surveys constructed by teacher. The students will illustrate expressions of feelings. Students will make use of: Tape recorder to record feelings Bibliotherapy Resource people	Kid Brother, Beim At Our House, Lenski Who's Afraid, Gay I Feel the Same Way, Moore Kindness is A Lot of Things, Eckblad
Individual Development	Personal responsibility for developing a healthy mind and positive self-concept is a continuous process. Synthetic student activities are of little value. Films and stories may lead to expressing feelings, thoughts, and attitudes about a specific behavior. The teacher must be aware of these spontaneous situations and capture the mood. The following are various aspects of developing a healthy mind and positive self-concept:	When I am Big, Smith When I Grow Up, Bethell What Do I Do?, Simon All in One Day, Ozone Almost Big Enough, Tamburne When I Grow Up, Lenski I Want to be Different, Woods Record: 45RPM I'd Rather Be My Size

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Individual Development 	Acceptance of making mistakes (teacher included). Coping with feelings of impatience or anger within self. Developing creativity through self-expression (art, music, movement, communication). Doing one's best. Enjoying the world around us and preserving ecology. Growing up through new experiences and communicating them. Handling shy or scared feelings. Listening (teacher too). Encouraging self-reliance. Putting things where they belong in a neat manner. Seeing things from another's point of view. Taking care of personal belongings. Awareness of individual differences. Awareness of the roles of adult helpers at school. Awareness of causes of agreement and disagreement such as lack of sleep, hunger, boredom vs relaxation, excitement, etc. Making distinction between the real and make believe worlds. Respecting all property. Making distinction between real and unreal situations.	What Do I Say, Simon Filmstrip: Getting to Know Me SVE Tim Listens and Learns, Deincke

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Individual Development	Helping children like others. Encouraging: confidence in himself and his abilities. confidence in others. self worth. self-respect. responsibility. Developing awareness of personal achievement and progress. Participating as a leader and a follower. Assuming responsibility for his own actions. Exhibiting a sense of fair play. Responding to directions and accepting the limits involved in living in a democracy.	
Social Development	Developing a consideration for others. Coping with feelings of impatience or anger in relation to the group. Growing up through new experiences and communicating them. Being a good loser and winner. Helping others, showing compassion. Working well with others.	Record 45RPM Bertie's Little Brother Manners, Parish What Do You Say, Dear?, Joslin Who Do I Say, Simon Sesame Street Book of People and Things, Teltser

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Social Development	Gaining an awareness of ways to settle disputes -- (compromising, sharing, taking turns, etc.). Talking out feelings with parent, teacher or other trusted adult. Exhibiting good citizenship Respecting all property. Building positive relationships within one's family, with peers and adults outside the home. Respecting rights of others. Cooperating with others. Respecting those in authority. Participating as a leader and a follower. Giving and accepting helpful criticism.	How Families Live Together, Provies That New Baby, Suba At Home, Shelden Filmstrip: The Happy Family Eye Gate Where Are You Going Today, Koester Filmstrip: Living With Your Family SVE Filmstrip: Family Members Work SVE Filmstrip: Families Have Fun SVE Real & Make Believe, P. Harper-Row Filmstrip: School Friends and Activities SVE Filmstrip: School Helpers, Eye Gate About School Helpers, Hoffman How Schools Help Us, Hage

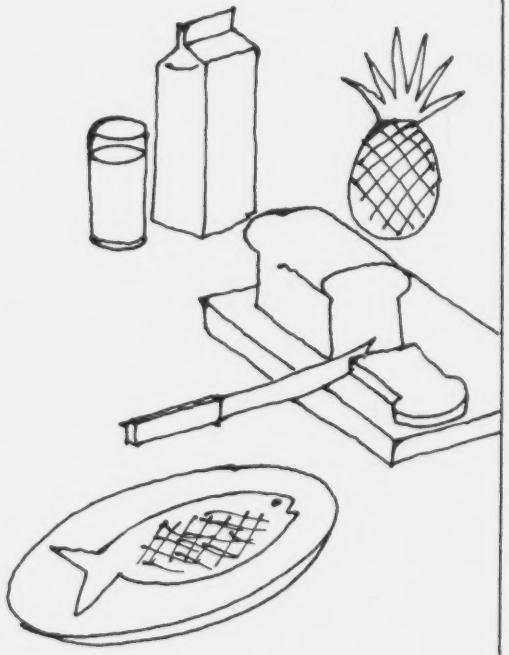
BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Simple Body Processes:	The teacher and students will discuss the different functions of the body.	True Book of Your Body, Hinshaw
Respiratory	The children will exercise strenuously to become aware of breathing and heart beat.	
Muscular	The children will "make muscles". (Arms, legs, stomach, etc.)	
Circulatory	The children will find their pulses. (Neck and wrist)	
Nervous	The children will become aware of the five senses.	Learning How to Use the Five Senses, Ellis
	The children will use mirrors to observe their mouths & eyes.	The Eye Book, Le Sieg
Digestive	The children will be shown a chart of the digestive system.	Mr. Wonderful, Kidder
	Teacher participation is encouraged.	You and Your 5 Senses - Disney 16mm
Growth	The children observe an adult's growth over a period of time (height, weight, foot size, hand size, etc.).	Now We Are Six, Milne (poem)
	The children observe the growth of different plants (including trees) over a period of time.	Bits That Grow Big, Webber
	Each child will be weighed, measured, and given an eye examination by the school nurse.	Wonderful Egg, Ipcar

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body	Books pertinent to the activity will be made available for the students.	The True Book of Your Body and You, Hinshaw
	The children will make a cumulative health book.	Filmstrip: True Book of Your Body and You
	Children will name parts of the body correctly.	16 mm Health, Karius and Baktus
		16 mm Healthy Families, FA
		Filmstrip: Finding Out About Your Body SVE
		All About You, Bk. 1, Lyons, Carnahan
Nutrition	The children will tell about a good breakfast, lunch or dinner they would enjoy.	Good For You, Wilcox
	Children will recognize a day's menu using the basic four food types.	16 mm Good Eating Habits, Cornonet
	A class weight & height chart will be kept.	Filmstrip: The Story of Milk SVE
	Children will view various filmstrips on nutrition.	Filmstrip: The Story of Vegetable and Fruit SVE
	The children will be made aware of proper storage and packaging of food.	Filmstrip: The Story of Bread
	The children will acknowledge the importance of washing food. (insecticides, bacteria).	You Are the Captain, Colmey
		Filmstrip: The Story of Meat SVE
		Let's Eat, Martin
		How Foods Are Preserved, Banks

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Nutrition 	The children will play the flannel board game: What is missing? for a balanced meal. The children will model in clay or paper mache one of their favorite foods. The children will exhibit a willingness to try new foods. The students will cut and paste pictures of the four basic food types. The students will identify different foods. The children will play store with food items.	About Food and Where it Comes From, Shannon A Guide for Teaching Poison Prevention in Kindergarten and the Primary Grades. HEW

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body 	Pertinent books and equipment will be made available for the students. Numerous films and filmstrips will be viewed. The children will discuss all types of exercise they get in one day. Teacher and students will discuss why exercise is important to a healthy body. A planned physical fitness program in addition to regular instruction is encouraged. Short activity breaks will be used to allow children to release energy and to overcome restlessness. Teacher and students will share personal exercise activities. The children will display an awareness of correct body posture and balance. "Action people" made from pipe cleaners, geometric shapes, tempera, etc. will be displayed on the bulletin board.	

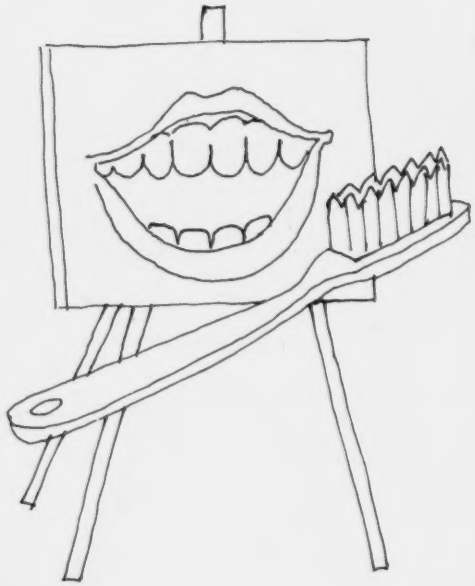
BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Exercise	To develop motor skills the children will participate in games such as: Tortoise and Hare Gorilla Walk Bunny Hop Saw Wood Choo Choo Train Jump the Brook Stoop Tag Call Ball Toss Ball Teacher Ball	All About You, Lyons, Carnahan Health for All, Bk. 1, Scott Foresman
	The children will draw pictures of the exercises they like to do best.	
	The children will put together "Movable Melvin" or similar puppet with brads to show how the body moves.	Webster McGraw-Hill
	The children will compare puppet movements to their own movements.	
	The children will stretch and move in many ways, "Simon says _____."	
	The children will do various body movements, "If you're happy and you know it" -- "Do this, do that---."	
	The children will develop skills in Ready Set, Go program.	Silver Burdett

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Exercise	The children will develop various movements such as walking, skipping, hopping, running, galloping,.etc. The children will make scrapbooks showing pictures of different ways of exercising.	
Care of the Body		
Cleanliness	Teacher and students will share personal hygenic patterns. Teacher and students will discuss the importance and responsibility of personal appearance. Parent involvement will be encouraged through use of check lists, etc. Teacher and students will discuss the importance of clean shelter, surroundings and their responsibilities. (Helper Charts). The children will wash their hands before meals. The children will use a magnifying glass to study their skin. The children will make a table display of articles used to keep clean.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Cleanliness 	The children will exhibit no anxiety or fear in going to visit a dentist. The children will practice good dental health. The children will draw some teeth, cut them out, and role play brushing the teeth properly. The children will recite and pantomine poems such as: "This is what we need to know.. Brush our teeth the way they grow. Inside and out and on the top, We brush them clean before we stop." The children will discuss why it is important to keep foreign or unknown objects out of the mouth. The children will make a chart showing "Times We May Get Dirty" or "Times We Should be Clean." The children will discuss the role play comparing how they keep clean to how different animals keep clean.	16mm Health - Save Those Teeth One Morning in Maine, McCloskey Mop Top, Freeman The True Book of Bacteria, Wilde

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Cleanliness	The children will make a mural illustrating personal hygenic habits.	
Care of the Body Rest	Teacher and students will discuss how rest is important to the body. The children will give examples of times when they were overtired and what happened. The children will compare quiet activities that can be engaged in by oneself or with others. Teacher and students will discuss "What happens inside us when we rest?" The children will observe and discuss how animals rest. The children will role play "How different animals rest."	Little Sleepy Head, Health For All, Bk. 1, (poem) What's in the Dark? Memling Switch on the Night, Bradbury Bedtime, Farjean Bedtime for Frances, Hoban
Care of Body Clothing	The children will discuss, role play and dramatize the responsibility for taking care of one's clothing.	Lucy McLockett, McGinley

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Clothing	Teacher and students will discuss the correct use of clothing, footwear, and jewelry for body comfort. Teacher and students will discuss the danger of suffocation with plastic bags. The children will use manipulative cutouts on the flannel board to display appropriate seasonal clothing. The teacher will make available clothing for "dressing up".	
Care of the Body Safety Factors	Teacher and students will discuss the correct use of toys. The students will role play safe play situations. The children will develop safety rules for the class. Students will discuss the "Why" of safety rules. The students will discuss hazards of over-exposure to the sun's rays.	Filmstrip: Safe and Sound at Home SVE Filmstrip: Safe and Sound at School SVE

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body		
Safety Factors	The children will draw a picture illustrating proper sun protection.	
	The children will display pedestrian safety concepts on a "walking field trip".	Filmstrip: Safe and Sound Along the Way SVE
	The children will illustrate safety "aids" such as traffic lights, signs, sidewalks, etc.	
	The children will display knowledge of bicycle riding safety rules.	
	The children will be cautioned and discuss the possible dangers of advances by strangers.	Filmstrip: The Legend of Patch the Pony SVE
	The children will know the four rules in relation to strangers.	
	The students will discuss safety in the school bus.	
	The students will dramatize safety precautions when bus riding.	
	The children will play "traffic game".	All About You, Lyons, Carnahan
	The children will listen to talks by school policeman or safety patrol boys.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Safety Factors	Children will dictate or write suggestions for safe and courteous conduct when riding the school bus. The children will illustrate "unsafe" places to play (streets, steps, etc.). The students will discuss safety precautions in the lunchroom. The students will prepare a bulletin board display of lunchroom safety rules. Students and teacher will discuss the "why" of fire drills. Students will discuss safety rules dealing with electrical outlets, medicine cabinets, sharp objects, etc. The children will make posters showing how they can help protect others. Teacher and students will discuss what to do in case of an emergency.	
Care of the Body Appreciation of Good Health	Teacher and students will discuss: Absence of illness Sense of well being	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Appreciation of Good Health	Sufficient energy Ability to work and play effectively with others	

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Home Environment	The children will learn to recognize food and non-food substances. Medicines Grooming aids: cosmetics, lotions, colognes, hair sprays Household cleansers: soap, detergents, liquid and powder cleaning agents Paste and Glue Disinfectants Solvents: gasoline, kerosene, turpentine, lacquer and paint thinner Fertilizers Insecticides and pesticides Plants The following activities are suggested: We Ask First Just Suppose Finger Plays Individual Scrapbooks Worksheets Check Lists Pamphlet, Ten Little Tasters The children will paste the appropriate places for food and non-food substances on a mural scene of a kitchen with cupboards.	Teaching Poison Prevention in Kindergartens & Primary Grades, U.S. Dept. of Health, Education and Welfare Public Health Service Publication #1381 price 55¢ Distributed by local Police Dept. HEW Publ. #1381

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Home Environment	Teacher and students will develop a letter to parents discussing safe ways to store and to dispose of medicines. The children will discuss where and how their mothers store cleaning products and how they should be used. The students will role play how to telephone for help. The students will take home a list of emergency telephone numbers to post by their telephones. Teacher and students will discuss why some medicines are more attractive and better tasting than others.	
School	The children will recognize food and non-food substances. The children will discuss dangers of sharing food. The children will discuss dangers of accepting things from strangers. Each child will learn his full name, address, and telephone number in case of emergency.	Red Light People - 16mm Stay Away from Strangers. 16mm

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
School	The children will discuss and list objects found in school that should not be put in their mouths. The children will be cautioned about food poisoning (Improper storage, Handling, Packaging). The children will be cautioned against eating and smelling pastes, glues, or volatile chemicals to be found in the classroom. The children will discuss importance of proper ventilation. The children will discuss behavior in nurses' office. Teacher and students will develop a safe school environment.	
Drugs in the Community	The children will take a field trip to a super market or drug store. The children will play the 'We Ask First Game". The children will learn to recognize food and non-food substances in the community.	HEW Publication #1381.

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
KINDERGARTEN

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Drugs in the Community	The children will be cautioned not to take anything from a stranger. Teacher and students will discuss community safety rules in such places as parks, beaches, deserted buildings, etc.	

HOME SAFETY CHECK LIST (for distribution to parents)

Dear _____:
(name of teacher)

I took this check list home and helped my family check all of the places where potentially poisonous products might be found. We talked about safer places and ways on which to keep things which might be poisonous. I promised always to ask before tasting anything I found around the house. I'm going to try to protect other children who live in my home or come to visit us, too, so they will be safe from poisoning.

Here are the places my family looked to see if potentially poisonous products were stored safely, out of reach of little children:

Bathroom	_____	Dining Area	_____	Workshop	_____
Bedrooms	_____	Basement	_____	Utility Room	_____
Kitchen	_____	Garage	_____	Special Storage Places	_____
Livingroom	_____	Attic	_____	Porch & Under the Porch	_____
Closets	_____	Yard	_____	Other	_____

My family looked especially for these things:

Kerosene and Gasoline	_____	Disinfectants and Deodorants	_____
Aspirin and Sleeping Pills	_____	Fertilizers and Weed Killers	_____
Dye and Bleaches	_____	Toilet Bowl and Drain Cleaners	_____
Soaps and Detergents	_____	Moth Balls and Pesticides	_____
Polishes and Cleaning Powders	_____	Paint Remover and Turpentine	_____
Ant and Rat Poison	_____	All Kinds of Sprays	_____

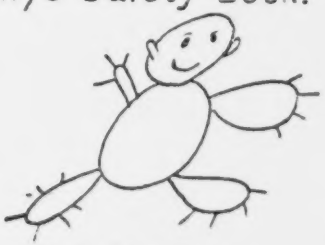
Now we hope that our home is poison-proof!

Sincerely yours,

_____
(name of child)

Plan for Safety Scrapbook

Billy's Safety Book.

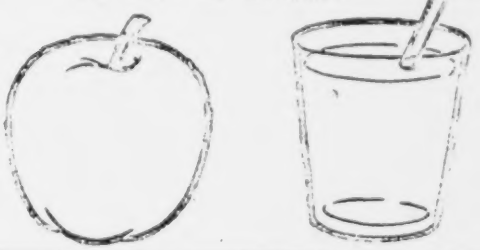


This is Billy.

When I want something to eat, I ask.

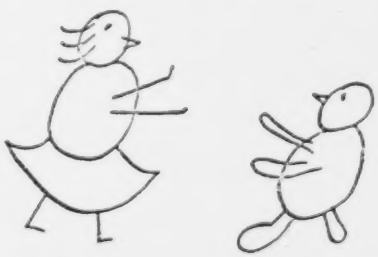
Mother.

Some things are safe to eat or drink.

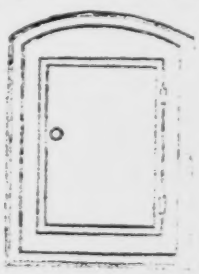


Some things are not safe to eat or drink.

So I ask first.

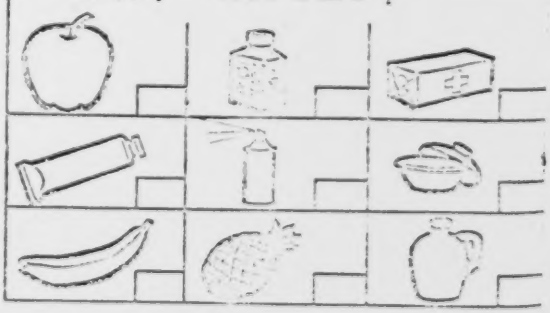


Lock up unsafe things.



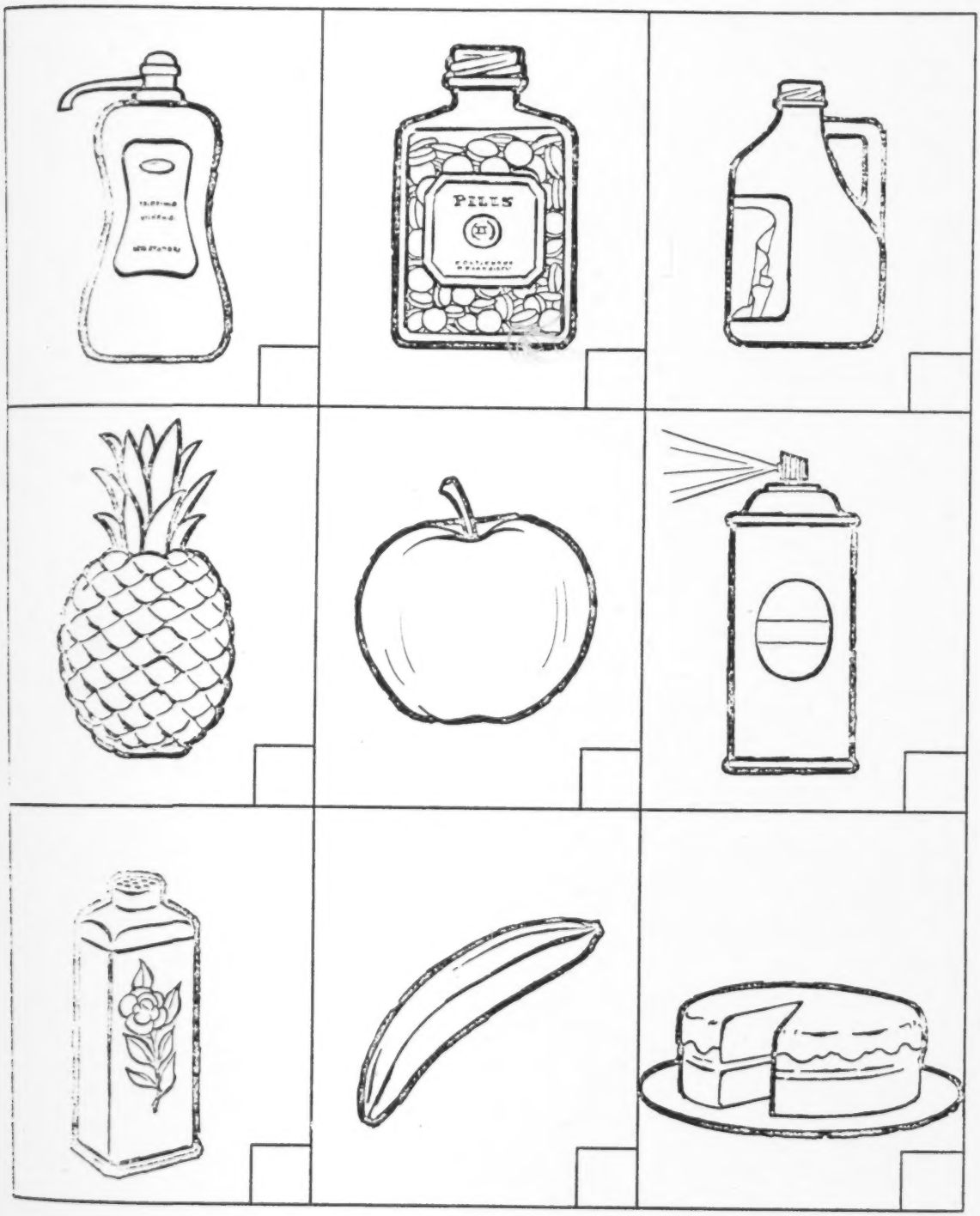
Help keep baby safe.

Safe? Not Safe?



Safe to taste? Not safe to taste?

Put an X in each box beside a "safe to-taste" product.



EVALUATION:

The evaluation of the students cannot be objective in the area of attitudinal change. Teacher observation and evaluation will be continuous. Changes in student behavior should be noted. Example (in the form of a check list): Restrains from putting foreign or unknown objects into the mouth. Student shows evidence of sound judgment. Student exercises self-protection. Positive changes in the sociogram. Given a choice the student shows evidence of decision making. Student will show awareness of feelings. Expressing positive attitudes concerning a visit to the dentist or doctor. Expresses awareness of proper health habits. Demonstrates good hygiene. Has developed independence and interdependence in the carrying out of activities. Shows positive changes in the attitude surveys. Expression of ideas in role-playing. Expression of ideas in art. Evidence of physical skills. Evidence of knowledge and comprehension in the area of drug respect. The above will be evaluated by the terms Satisfactory, Needs to Improve or Unsatisfactory. Teacher code: S U N.

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Awareness of Feelings	Teacher-student discussions about "good & bad" feelings such as liking loving excitement happiness friendliness patience forgiveness relaxed trust compassion humor security affection pleasure sadness lazy jealousy anxiety intensity disappointment disgust anger hostility boredom hate dislike fear insecurity frustration Both teacher and students will express their feelings as they happen. Possible use of "time out" place to cool off is suggested.	Books Film 16 mm Psychology-Overcoming Fear, Coronet Little Boys, Nagel I Learn About Sharing, Roorbuch What Do You Love, Steiner I'm for You and You're For Me, Watts First Delights, Tudor First Day at School, Holland Who Will Be Mine, Golden Gate Belinda and Me, Braucher David Was Mad, Bill Martin, Jr. Kinder Owl, Winston The Way Mothers Are, Schlein Nights Nice, Emberley Instructor charts: Understanding Our Feelings

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Awareness of Feelings	The students will pantomime the above feelings. The teacher will make available a variety of mood music and the students will express how the music makes them feel. The students will tell something they like and dislike about themselves. Sociogram based on suggested questions. Who do you like to play with best? Who do you like to work with best? Who do you like to share with best? Attitude surveys constructed by teacher. The students will illustrate expressions of feelings. Use of resource people, tape recorder, bibliography.	Who's Afraid, Gay At Our House, Lenski Kid Brother, Beim I Feel the Same Way, Moore Kindness is A Lot of Things, Eckblad

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Individual Development	Personal responsibility for developing a healthy mind and positive self-concept is a continuous process. Synthetic student activities are of little value. Films and stories may lead to expressing of feelings, thoughts and attitudes about a specific behavior. The teacher must be aware of these spontaneous situations and capture the mood. The following are various aspects of developing a healthy mind and positive self-concept: Acceptance of making mistakes (teacher included). Coping with feelings of impatience or anger within self. Developing creativity through self-expression (art, music, movement, communication). Doing one's best. Enjoying the world around us and preserving ecology. Growing up through new experiences and communicating them. Handling shy or scared feelings. Listening (teacher, too). Encouraging self-reliance. Putting things where they belong in a neat manner. Seeing things from another's point of view. Taking care of personal belongings. (Cont'd)	Books Record 45 RPM- I'd Rather Be My Size Filmstrip - Getting to Know Me, SVE Big Little Davy, Lenski When I Grow Up, Bethell When I am Big, Smith All in One Day, Ozone What Do I Do?, Simon Tim Listens and Learns, Deincke What Do I Say, Simon Almost Big Enough, Tamburne When I Grow Up, Lenski I Want to Be Different, Woods

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Teacher-student discussion concerning the effects of good and bad habits. Teacher-student discussion concerning the difficulty of breaking habits.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Individual Development	Making distinction between real and make believe. Respecting all property. Helping children like others. Encouraging confidence in himself and his abilities. Encouraging confidence in others. Encouraging self worth. Encouraging self-respect. Encouraging responsibility. Awareness of personal achievement and progress. Participating as a leader and a follower. Assuming responsibility for his own actions. Exhibiting sense of fair play. Responding to directions and accepting the limits involved in living in a democracy.	Books
Social Development	Consideration for others. Coping with feelings of impatience or anger in relationship to the group. Growing up through new experiences and communicating them. Being a good loser and winner. Helping others, showing compassion. Working well with others. Awareness of ways to settle disputes - (compromise, share, take turns, etc.) Talking out feelings with parent, teacher or other trusted adult. Exhibiting good citizenship.	Record 45 RPM- Berties Little Brother Sesame Street Book of People and Things, Teltser Manners, Parish What do You Say, Dear?, Joslin Who Do I Say, Simon The True Book of Freedom and Our United States

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Social Development 	Respecting all property. Building positive relationships within his family, peers and adults outside of the home. Respecting rights of others. Cooperating with others. Respecting those in authority. Participating as a leader and a follower. Giving and accepting helpful criticism. Some suggested student activities for venting emotions (taking into consideration respect for others) clay, pounding bench, finger paint, water, sand, art projects, punching bag, physical exercise, role playing pantomimes, time-out room, etc. The students will refuse to accept unwise dares or consent to unwise experimentation.	Books Filmstrip-The Happy Family, Eye Gate Filmstrip-Living With Your Family, SVE Filmstrip-Family Members Work, SVE Filmstrip-Families Have Fun, SVE Filmstrip-School Friends and Activities, SVE Filmstrip-School Helpers, Eye Gate That New Baby, Suba At Home, Shelden How Families Live Together, Provies Family, Witty Real & Make Believe, Harper-Row Where Are You Going Today, Koester About School Helpers, Hoffman How Schools Help Us, Hage

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
		Books
Simple Body Processes	The teacher and students will discuss the different functions of the body.	True Book of Your Body, Hinshaw, Alice
Respiratory	The students will exercise strenuously to become aware of breathing and heart beat.	Learning About Health Series, Encyclopedia Britannica Ed. Corp. Filmstrip & records
Muscular	The students will "make muscles." (Arms, legs, stomach, etc.)	Health For All, Bk. 1, Scott Foresman
		All About You, Bk. 1, Lyons Carnahan
Circulatory	The students will find their pulse. (Neck and wrist).	
	The students will discover heart beat using a stethoscope.	
	Ask the children to draw an outline of the human body showing the heart. Place a teaspoon of tempera on the heart. Using a straw, the children will attempt to blow the paint to all areas of the body.	
Nervous	The children will experience activities using the five senses to show that the nerves carry messages to the brain.	You and Your 5 Senses, Disney, 16mm
		The Eye Book, Le Sieg
	The children will use mirrors to observe their eyes and mouths.	The Ear Book, Le Sieg
		The Nose Book, Le Sieg
	Allow the children to experience the seven known types of sense receptors: pain, touch, heat, pressure, traction, tickle and cold.	
	(Cont'd)	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Digestive	Given a chart showing the digestive system, the children will trace the path of food through their bodies.	Be Healthy, Go Safely Series, SVE
Growth	The child observes his own growth over a period of time. The child observes an adult's growth over a period of time. (Height, weight, foot size, hand size, etc.) The child observes the growth of different plants (including trees) over a period of time. Each child will be weighed, measured and given an eye examination by the school nurse.	Now We Are Six, A.A. Milne (poem) Bits That Grow Big, Webber, I.E. Wonderful Egg, Ipcar Dahlov

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Nutrition	Books pertinent to the activity will be made available for the students. The children will make a cumulative health book. Children will call parts of the body by the correct name. Have the children tell about a good breakfast, lunch or dinner that they would enjoy. Children will classify the basic four food types into a day's menu. A class weight and height chart will be kept. Children will view various filmstrips on nutrition. The children will be aware of proper storage and packaging of food. The children acknowledge the importance of washing food. (Insecticides, bacteria) Play the flannel board game: What is Missing?" for a balanced meal. Children will model in clay or paper mache one of their favorite foods. (Cont'd)	Books Filmstrip-Your Body and You Filmstrip-Finding Out About Your Body SVE Filmstrip-The Story of Meat, SVE Filmstrip-The Story of Milk, SVE Filmstrip-The Story of Bread, SVE Filmstrip-The Story of Vegetable and Fruit, SVE 16mm-Health, Karius and Baktus 16mm-Healthy Families, FA 16mm-Eat for Health 16mm-Good Eating Habits, Coronet The True Book of Your Body and You, Hinshaw All About You, Bk. 1, Lyons, Carnahan Good For You, Wilcox How Foods are Preserved, Banks You Are the Captain, Colmev

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Children will exhibit willingness to try new foods. A class chart might be kept listing the new foods tried by the students and which they liked. The students will cut and paste the basic four food types. The students will identify different foods. The children will play store with food items.	Let's Eat, Martin About Food and Where it Comes From, Shannon A Guide for Teaching Poison Prevention in Kindergarten and the Primary Grades, HEW

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body	Pertinent books and equipment will be made available for the students. Teacher participation is encouraged. Numerous films and filmstrips will be viewed.	
Exercise	Allow the children to discuss all the exercise they get in one day. Teacher-students will discuss why exercise is important to a healthy body. A planned physical fitness program in addition to that performed by the regular physical education instructor is encouraged. Use short activity breaks to allow children to release energy and restlessness. Teacher and students will share personal exercise activities. Children display awareness of correct body posture and balance. "Action people" made from pipe cleaners, geometric shapes, tempera, etc. will be displayed on the bulletin board. (Cont'd)	Ready, Set, Go

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	The children will participate in the following games to develop a skill. Tortoise and Hare Game Gorilla Walk Bunny Hop Saw Wood Choo Choo Train Jump the Brook Stoop Tag Call Ball Toss Ball Teacher Ball	All About You, Lyons, Carnahan
	Children will draw picture of the exercise they like to do best.	
	Children put together "Moveable Melvin" or similar puppet with brads to show how the body moves.	Webster, McGraw-Hill
	Children compare puppet movements to their own movements.	
	Children will stretch and move in many ways, "Simon says _____."	
	"If you're happy and you know it"... children do various body movements.	
	"Do this, do that...."	Silver Burdett
	Children will accomplish skills in Ready, Set, Go program.	
	(Cont'd)	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Children will use various movements such as walking, skipping, hopping, running, galloping, etc.) Use of a teacher-prepared chart to show skills the children can accomplish.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Cleanliness	Teacher and students will share personal hygenic patterns. Teacher-student discussion of importance and responsibility of personal appearance. Encourage parent involvement such as check lists. Teacher-student discussion of importance of clean shelter, surroundings and their responsibility. Helper charts. The children will wash their hands before meals The children will use a magnifying glass to study their skin. Children may make a table display of articles used to keep clean. The children exhibit no anxiety or fear in going to visit a dentist. The children practice good dental health. The children will draw some teeth. Cut them out. Role-play brushing them properly. (Cont'd)	16mm-Save Those Teeth One Morning in Maine, Robert McCloskey

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
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CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Children might recite and pantomime poems such as: "This is what we need to know. Brush our teeth the way they grow. Inside and out and on the top, We brush them clean before we stop." The children may make a chart showing "Times We May Get Dirty" or "Times We Should be Clean." Children discuss and role play comparing how they keep clean to how different animals keep clean. The children will make a mural illustrating personal hygenic habits. Discuss why it is important <u>not</u> to put foreign or unknown objects into the mouth.	Mop Top, Don Freeman The True Book of Bacteria, Wilde

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Rest 	Teacher-student discussion on how rest is important to the body. The children will give examples of times when they were overtired and what happened. Ask children to compare quiet activities that can be engaged in by oneself or with others. Teacher-student discussion of "What happens inside of us when we rest?" Give the children the opportunity of observing and discussing how animals rest. Have children role play "how different animals rest."	Little Sleepy Head, poem, Health For All, Bk. 1, p. 59 What's in the Dark? Carl Memling Switch on the Night, Bradbury Bedtime, E. Farjean, Health For All, Bk. 1, p. 97. Bedtime for Frances, R. Hoban
Clothing	Discuss, role play and dramatize responsibility for taking care of ones clothing. Teacher-students discussion of correct use of clothing, footwear and jewelry for body comfort. Display a weather bulletin board. The children will make seasonal clothes for boy and girl paper dolls. Teacher-student discussion of danger of suffocation with plastic bags.	Lucy McLockett, P. McGinley

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Safety Factors	Teacher-student discussion as to correct use of toys. Students will role play safe play situations. Children will develop safety rules for the class. Student discussion of the "why" of these rules. Discuss hazard of over-exposure to the sun's rays. The children will draw a picture illustrating proper sun protection. The children will display pedestrian safety concepts on a "walking field trip." Children will illustrate safety "aids" in the way of traffic lights and signs, and sidewalks, etc. The children will display knowledge of bicycle riding safety rules. The children will be cautioned and discuss the possible dangers of advances by strangers. (Cont'd)	Filmstrip-Safe and Sound at Home, SVE Filmstrip-Safe and Sound at School, SVE Filmstrip-Safe and Sound Along the Way, SVE Filmstrip-The Legend of Patch the Pony, SVE

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
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CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	The children will know the 4 rules in relation to strangers. Don't go with a stranger. Don't talk to a stranger. Don't take anything from a stranger. Tell an adult. Student-bus rider discussion of safety in the school bus. The students will dramatize safety precautions when bus riding. The children will play "traffic game." Talks by school policeman or safety patrol boys. Children dictate or write suggestions for safe and courteous conduct when riding the school bus. The children will illustrate "unsafe" places to play. (Streets, steps, etc.) Student-teacher discussion about safety precautions in the lunchroom. Bulletin board display of lunchroom safety rules. Student-teacher discussion of the "why" of fire drills. (Cont'd)	All About You, Lyons, Carnahan

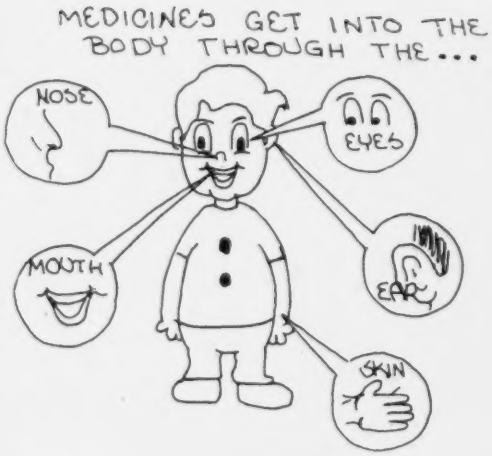
BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Discuss safety rules dealing with electrical outlets, medicine cabinets, sharp objects, etc. Children will make posters showing how they can help protect others. Discuss what to do in case of an emergency.	
Appreciation of Good Health	Teacher-student discussion of the following: Absence of illness Sense of well being Sufficient energy Ability to work and play effectively with others	

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Home Environment MEDICINES CAN MAKE YOU... 64	Children will recognize food and non-food substances. Children will make a bulletin board displaying food and non-food substances. Children will cut out pictures of non-food substances found in the home and paste them on a 3x5 card. Discuss their usefulness and their danger. Children will discuss the role drugs play in controlling diseases. Children will recall stories dealing with drug potions. (Snow White, Sleeping Beauty) Homework assignment: Discuss with parents the medicines kept at home. Discuss First Aid kits. Make a check list on the proper handling of medicines. Allow children to "advertise" a good medicine and decide how it can remain good. The class may make a scrapbook of drug advertisements. Allow children to discuss at length, "How is it possible for medicines to be good and bad?" (Cont'd)	Drugs and You, R. Brady, Prentice-Hall A Guide for Teaching Poison Prevention in Kindergartens and Primary Grades, HEW Health for All, primer, Scott Foresman Health for All, Bk. 1, Scott Foresman All About You, Bk. 1, Lyons, Carnahan Drug Ed. Curricula, Imperial Beach, Calif.

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Students discuss: "Who helps when children are sick?" What do parents do to help? What medicines (if any) were used? Children will discuss how different medicines are taken into the body. (Oral, shots, etc.) Teacher-student discussion about where medicines come from (plant, chemical) (doctor, drugstore) Children will illustrate their concept of a germ. Through discussion bring out: Who should give medication? Dosage Storage Disposal Medicine is not candy. Pose situations such as: Tippy, the dog, found some pills and ate them. Teacher and students will compile a list of harmful chemicals found in the home. Discuss their use and danger. Storage. Discuss warnings listed on labels. (Cont'd)	Help! My Child Has Taken Poison!, Reader's Digest, Aug. '67 My Family is Dying! Good Housekeeping, Nov. '69

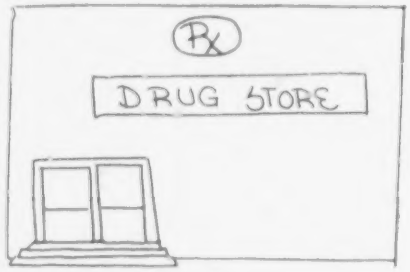
BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Ask children, Why are harmful chemicals sold? Students will discuss facts about smoking. Students will discuss some effects of alcohol. The following activities are suggested: We Ask First Just Suppose Worksheets Check List Ten Little Tasters Create "Get Well" cards for sick classmates Discuss why it is important <u>not</u> to put foreign or unknown objects into the mouth.	HEW Guide #1381, p. 31, 46, 45, 74 Distributed by local Police Department

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
School	Children will recognize food and non-food substances. Children will discuss dangers of sharing food. Children will discuss dangers of accepting things from strangers. Children know their full name, address and telephone number in case of emergency. Children will discuss and list objects about the school that should not be put in their mouths. Caution children about food poisoning. Improper storage Handling Packaging Avoid eating and smelling pastes, glues, volatile chemicals to be found in the classroom. Discuss importance of proper ventilation. Discuss behavior in nurses' office. Take medication only from school nurse. Teacher and students will develop a safe school environment.	Red Light People - 16mm Stay Away from Strangers - 16mm

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Drugs in the Community BOUGHT ONLY AT THE  	Some plants are toxic if eaten. Some plants cause skin irritation. Teacher shows specimens. (Poinsetta, oleander, etc.) Pictures of poison ivy and oak. Field trip to drug store or super market. We Ask First game. Have children dramatize a visit to doctor's office. Allow children to role play doctor and nurse. Children will use the telephone (play) to act out the procedure of calling a doctor, the Fire Department and the Police. Children will learn how to apply a Band Aid. Children will recognize non-food substance in the community. Children will not take anything from a stranger. Show an adult anything found at parks, beaches, streets, etc. (Cont'd)	Bulletin 175A, Poisonous Plants in Florida, Agriculture, University of Florida, Gainesville, Florida or Farm Agent HEW pamphlet #1381 Around the Corner, Primer, Harper-Row, p. 147, Give to the Red Cross Worlds of Wonder, 1st reader, p. 113, The Goat Story, MacMillan

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 1

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Do not swim in polluted waters. Do not play in dumpsters or garbage cans. Miscellaneous activities: List community helpers and discuss how they help. Invite a community helper to speak to children.	HEW Publication #1381, pp. 65-70

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Awareness of feelings	Teacher-student discussions about "good and bad" feelings such as: like / anger loving / hostility excitement / insecurity happiness / fear friendliness / disgust patience / disappointment forgiveness / anxiety trust / intensity compassion / sadness humor / frustration security / jealousy affection / boredom pleasure / hate Both teacher and students will express their feelings as they happen. Possible use of "timeout" place to cool off is suggested. Teacher will make available a variety of mood music and the students will express how the music makes them feel. The students will list 5 things that they like and dislike about themselves. Sociogram based on suggested questions: Who do you like to play with best? Who do you like to work with best? Who do you like to share with best? Attitude surveys.	Little Boys, Nagel What Do You Love, Steiner I'm For You-and You're for Me, Watts Psycology-Overcoming Fear, Coronet First Delights, Tudor I Learn About Sharing, Roorbuch First Day at School, Holland Who Will Be Mine, Golden Gate Belinda and Me, Brancher The Way Mothers Are, Schlein Nights Nice, Emberley Understanding Our Feelings Who's Afraid, Gay At Our House, Lemski Kid Brother, Beim I Feel the Same Way, Moore Kindness is a Lot of Things, Eckblad

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Personal responsibility for developing a healthy mind and positive self-concept is a continous process. Synthetic student activities are of little value. Films and stories may lead to expressing of feelings, thoughts and attitudes about a specific behavior. The teacher must be aware of these spontaneous situations and capture the mood. The following are various aspects of developing a healthy mind and positive self-concept:	
Individual Development	Acceptance of making mistakes (teacher included).	Tim Listens and Learns, Deincke
	Coping with feelings of impatience or anger within self.	Big Little Davy, Lenski
	Developing creativity through self-expression (art, music, movement, communication).	When I Grow Up, Bethell
	Doing one's best.	When I am Big, Smith
	Enjoying the world around us and preserving ecology.	What Do I Say, Simon
	Growing up through new experiences and communicating them.	Record 45RPM I'd Rather Be My Size
	Handling shy or scared feelings.	All In One Day, Ozone
	Listening (teacher, too)	Almost Big Enough, Tamburne
	Encouraging self-reliance	When I Grow Up, Lenski
	Putting things where they belong in a neat manner.	I Want To Be Different, Woods
	Seeing things from another's point of view.	
	(Con't)	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Taking care of personal belongings. Awareness of individual differences. Awareness of the roles of adult helpers at school. Awareness of causes of agreement and disagreement such as lack of sleep, hunger, boredom vs relaxation, excitement, etc. Teacher-student discussion concerning the effects of good and bad habits. The students will role play "breaking a bad habit." Teacher-student discussion concerning the difficulty of breaking habits. Making distinction between real and make believe. Respecting for all property. Helping children like others. Encouraging-confidence in himself and his abilities. Encouraging-confidence in others. Encouraging-self worth. Encouraging-self-respect. Encouraging-responsibility. Awareness of personal achievement and progress. Participating as a leader and a follower. Assuming responsibility for his own actions. Exhibiting sense of fair play. Responding to directions and accepting the limits involved in living in a democracy. (Con't)	What Do I Do?, Simon Filmstrip Getting To Know Me, SVE

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Social Development	Consideration for others. Coping with feelings of impatience or anger in relationship to the group. Growing up through new experiences and communicating them. Being a good loser and winner. Helping others, showing compassion. Working well with others. Awareness of ways to settle disputes-(compromise, share, take turns, etc.) Talking out feelings with parent, teacher or other trusted adult. Exhibiting good citizenship. Respecting all property. Building positive relationships within his family, peers and adults outside of the home. Respecting rights of others. Cooperating with others. Respecting those in authority. Participating as a leaders and a follower. Giving and accepting helpful criticism. Some suggested student activities venting emotions (taking into consideration respect for others): clay, pounding bench, finger paint, water, sand, art projects, punching bag, physical exercise, role playing pantomines, time-out room, etc. The students will refuse to accept unwise dares or consent to unwise experimentation.	Sesame Street Book of People and Things, Teltser Manners, Parish Record 45RPM Berties Little Brother What Do You Say, Dear?, Joslin Who Do I Say, Simon The True Book of Freedom and Our United States How Families Live Together, Provies That New Baby, Suba At Home, Sheldon Filmstrip Family Members Work, SVE Filmstrip Living With Your Family, SVE Family, Witty Where Are You Going Today, Koester Filmstrip The Happy Family, Eye Gate Filmstrip Families Have Fun, SVE (Con't)

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
		Real and Make Believe, P. Harper - Row Filmstrip School Friends and Activities, SVE Filmstrip School Helpers, Eye Gate How Schools Help Us, Hage About School Helpers, Hoffman

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Simple Body Processes	Teacher and students will discuss the different functions of the body.	
Respiratory	The students will exercise strenuously for a timed period to become aware of breathing and heart beat.	
Muscular	The students will discuss and show various muscles.	
Circulatory	The students will find their pulse. (Neck and wrist.)	
Nervous	The students will apply their five senses of knowledge through various activities.	Our Senses and How They Work, Zim
Digestive	Given a diagram of the human body, the children will color the digestive system. Teacher participation.	Whats Inside of Me, Zim Health for All, Book 1, p. 52.
Vision	Eye care: proper lighting foreign matter TV viewing Children will have an eye examination by a school nurse.	
Growth	The child observes an adult's growth over a period of time (height, weight, foot size, hand size, etc.).	
	(Con't)	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	The child observes the growth of different plants (including trees) over a period of time. Each child will be weighed, measured, and given an eye examination by the school nurse.	
Care of the Body Nutrition	Books pertinent to the activity will be made available for the students. The children will make a cumulative health book. Children will call parts of the body by correct name. Have the children tell about a good breakfast, lunch or dinner that they would enjoy. Children will write a day's menu using the basic four food types. A class weight and height chart will be kept. Children will view various filmstrips on nutrition. The children will be aware of proper storage and packaging of food. The children acknowledge the importance of washing food (insecticides, bacteria) Play the flannel board game, What is missing? for a balanced meal. Children will model in clay or paper mache one of their favorite foods. Children will exhibit willingness to try new foods. (Con't)	The True Book of Your Body and You, Hinshaw Filmstrip True Book Your Body and You 16mm Health, Karius and Baktus 16mm Healthy Families, FA Filmstrip Finding Out About Your Body, SVE You and Others, Bk2 Good For You, Wilcox 16mm Good Eating Habits, Cornonet Filmstrip The Story Of Milk, SVE 16mm Eat For Health How Foods Are Preserved, Banks Filmstrip The Story Of Meat, SVE

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	A class chart might be kept listing the new foods tried by the students and which they liked. Children will dramatize a TV food commercial. Bulletin board illustrating the basic four food types. Pertinent books and equipment will be made available for the students. Teacher participation is encouraged. Numerous films and filmstrips will be viewed.	You Are The Captain, Colmey Filmstrip The Story of Bread, SVE Filmstrip The Story of Vegetable and Fruit, SVE Let's Eat, Martin About Food and Where It Comes From, Shannon
Exercise	Allow the children to discuss all the exercise they get in one day. Teacher-students will discuss why exercise is important to a healthy body. A planned physical fitness program in addition to that performed by the regular Phys. Ed. instructor is encouraged. Use short activity breaks to allow children to release energy and restlessness. Teacher and students will share personal exercise activities. Children display awareness of correct body posture and balance. Children will show development of physical fitness skills. Bulletin board depicting "Our Body Can Do Many Things." The children will model wet clay into "action people."	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Cleanliness 	Teacher and students will share personal hygenic patterns. Teacher-student discussion of importance and responsibility of personal appearance. Encourage parent involvement. Teacher-student discussion of importance of clean shelter, surroundings and their responsibility. The children will wash their hands before meals. The children will use a magnifying glass to study their skin. Children may make a table display of articles used to keep clean. The children exhibit no anxiety or fear in going to visit a dentist. The children practice good dental health. Discuss why it is important not to put foreign or unknown objects into the mouth.	The True Book of **Bacteria**, Wilde 16mm Health - Save Those Teeth

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Rest	Teacher-student discussion on how rest is important to the body. The children will give examples of times when they were overtired and what happened. Ask children to compare quiet activities that can be engaged in by oneself or with others. Teacher-student discussion of "What happens 'inside' of us when we rest?" Give the children the opportunity of observing and discussing how animals rest.	
Clothing	Discuss, role play and dramatize responsibility for taking care of ones clothing. Teacher-students discussion of correct use of clothing, footwear and jewelry for body comfort. Display a weather bulletin board. The children will have seasonal clothes for boy and girl paper dolls. Teacher-student discussion of danger of suffocation with plastic bags.	Lucy McLockett, Phyllis McGinley

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Safety Factors	Teacher-student discussion as to correct use of toys. Students will role play safe play in situations. Children will develop safety rules for the class. Student discussion of the "why" of these rules. Discuss hazard of over-exposure to the sun's rays. The children will display pedestrian safety concepts on a "walking field trip." Children will illustrate safety "aids" in the way of traffic lights and signs and sidewalks, etc. The children will display knowledge of bicycle riding safety rules. The children will be cautioned and discuss the possible dangers of advances by strangers. The children will know the "4" rules in relation to strangers. Student-bus rider discussion of safety in the school bus. (Con't)	Filmstrip Safe and Sound at Home, SVE Filmstrip Safe and Sound at School, SVE Filmstrip Safe and Sound Along The Way, SVE Filmstrip The Legend of Patch the Pony, SVE All About You Lyons, Carnahan

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	The students will dramatize safety precautions when bus riding. The children will play "traffic game." Talks by school policeman or safety patrol boys. Children dictate or write suggestions for safe and courteous conduct when riding the school bus. The children will illustrate "unsafe" places to play (streets, steps, etc.). Student-teacher discussion about safety precautions in the lunchrooms. Student-teacher discussion of the "why" of fire drills. Discuss safety rules dealing with electrical outlets, medicine cabinets, sharp objects, etc. Children will make posters showing how they can help protect others. Discuss what to do in case of an emergency.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Appreciation of Good Health	Teacher-student discussion of following. Absence of illness Sense of well being Sufficient energy Ability to work and play effectively with others.	

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Home Environment 	Individual scrapbook using child's own art work showing each food and non-food substance. Puppet show activity Activity Check list Children will create a mural kitchen scene and paste their own drawings of food and non-food substances in the right places. Miscellaneous Activities Develop a letter to parents discussing safe ways to store and to dispose of medicines. Ask children to describe the medicines that are attractive to them and "why". Ask children how and where their mothers store cleaning products, how they are kept away from young children and pets. Have students ask parents to help conduct an inventory of poisonous substances kept in the home. (Con't)	Teaching Poison Prevention in Kindergarten & Primary Grades U.S. Dept. of Health, Education and Welfare Public Health Service Publication # 1381 price 55¢ pp. 48-51 Drugs and You. Robert J. Brady Prentice-Hall 130 Que St., N.E. Washington, D.C. 20002

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Construct bulletin board of signs and labels for safety at home, at school and on the street, etc.	
	Role play how to telephone for help.	
	Make list of emergency telephone numbers and post it at home near the telephone.	
School	Children will recognize food and non-food substances.	
	Children will discuss dangers of sharing food.	
	Children will discuss dangers of accepting things from strangers.	Red Light People - 16 mm Stay Away from Strangers. 16 mm
	Children know their full name, address and telephone number in case of emergency.	
	Children will discuss and list objects about the school that should not be put in their mouths.	
	Caution children about food poisoning. Improper storage Handling Packaging	
	Avoid eating and smelling paste, glues, volatile chemicals to be found in the classroom. Discuss importance of proper ventilation. (Con't)	

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Discuss behavior in nurses' office.	
	Take medication only from school nurse.	
	Teacher and students will develop a safe school environment.	
	Role play situation relating to the possible danger of strangers.	
Drug in the Community	Field trip to super market or drug store.	HEW Publication #1381 p. 31
	We Ask First Game.	
	Children tape their own story on poison prevention in the community.	
NEVER TAKE MEDICINE FROM A PLAYMATE	Children complete a story such as, "My dog was poisoned by --------."	
	Avoid eating leaves, grass, etc. Danger: toxic, insecticides, etc.	
	Children create posters relating to poison prevention for possible display in community stores.	
	Do not take anything from stranger or playmate.	
	Do not swim in polluted waters.	
	(Con't)	

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 2

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Take precautions when drinking from public fountains and when using public bathrooms. List and discuss community helpers.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Awareness of feelings	Teacher-student discussion about "good & bad" feelings such as like — hate love — boredom excitement — sadness happiness — jealousy friendliness — frustration patience — dislike forgiveness — lazy relaxed — intensity trust — anxiety compassion — disappointment humor — disgust security — fear affection — insecurity pleasure — hostility anger Both teacher and students will express their feelings as they happen. Possible use of "time out" place to cool off is suggested. The teacher will make available a variety of mood music and the students will express how the music makes them feel. The students will list five things that they like and dislike about themselves.	The Way Mothers Are, Schlein Nights Nice, Emberley Belinda and Me, Braucher Little Boys, Nagel Who Will Be Mine, Golden Gate First Delights, Tudor I'm for You and You're for Me, Watts I Learn About Sharing, Roorbuch 16mm Psychology - Overcoming Fear Coronet What Do You Love, Steiner First Day at School, Holland Instructor charts: Understanding our Feelings

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Awareness of feelings	Sociogram based on suggested questions: Who do you like to play with best? Who do you like to work with best? Who do you like to share with best? The students could express feelings in a letter. The students will dramatize situations involving the above feelings. Propose situations where class will finish story, analyze decision or offer an alternative. Attitude surveys. Role playing and reverse situations. Use of bibliotherapy, tape recorder, and resource people.	Who's Afraid, Gay At Our House, Lenski Kid Brother, Beim I Feel the Same Way, Moore Kindness is A Lot of Things, Eckblad
Individual Development	Personal responsibility for developing a healthy mind and positive self-concept is a continuous process. Synthetic student activities are of little value. Films and stories may lead to expressing of feelings, thoughts and attitudes about a specific behavior. The teacher must be aware of these spontaneous situations and capture the mood	When I Am Big, Smith When I Grow Up, Bethell Big Little Davy, Lenski Getting to Know Me, Filmstrip SVE Tim Listens and Learns, Deincke

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Individual Development	The following are various aspects of developing a healthy mind and positive self-concept: Acceptance of making mistakes(teacher included) Coping with feelings of impatience or anger within self. Developing creativity through self-expression (art, music, movement, communication). Doing one's best. Enjoying the world around us and preserving ecology. Growing up through new experiences and communicating them. Handling shy or scared feelings. Listening (teacher, too). Encouraging self-reliance. Putting things where they belong in a neat manner. Seeing things from another's point of view. Taking care of personal belongings. Awareness of individual differences. Awareness of the roles of adult helpers at school. Awareness of causes of agreement and disagreement such as lack of sleep, hunger, boredom vs relaxation, excitement, etc. Teacher-student discussion concerning the effects of good and bad habits.	Almost Big Enough, Tamburne All in One Day, Ozone Record 45RPM I'd Rather Be My Size I Want to be Different, Woods When I Grow Up, Lenski What Do I Say, Simon What Do I Do?, Simon

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Individual Development	The students will role play "breaking a bad habit". Teacher-student discussion concerning the difficulty of breaking habits. Making distinction between real and make believe. Respect for all property. Helping children like others. Encouraging: confidence in himself and his abilities. confidence in others. self worth. self-respect. responsibility. Awareness of personal achievement and progress. Participating as a leader and a follower Assuming responsibility for his own actions. Exhibiting sense of fair play Responding to directions and accepting the limits involved in living in a democracy.	
Social Development	Consideration for others. Coping with feelings of impatience or anger in relationship to the group. Growing up through new experiences and communicating them.	Sesame Street Book of People and Things, Teltser Manners, Parish What Do You Say, Dear?, Joslin

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Mind
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Social Development	Being a good loser and winner.	Record 45RPM Berties Little Brother
	Helping others, showing compassion.	Who Do I Say, Simon
	Working well with others.	
	Awareness of ways to settle disputes-(compromise, share, take turns, etc.)	
	Talking out feelings with parent, teacher or other trusted adult.	
	Exhibiting good citizenship.	The True Book of Freedom and Our United States
	Respecting all property.	
	Building positive relationships within his family, peers and adults outside of the home.	How Families Live Together, Provies
		Family, Witty
	Respecting rights of others.	Where Are You Going Today, Koester
	Cooperating with others.	Filmstrip: Living With Your Family SVE
	Respecting those in authority.	Filmstrip: Families Have Fun SVE
	Participating as a leader and a follower.	At Home, Sheldon
	Giving and accepting helpful criticism.	Filmstrip: The Happy Family Eye Gate
	Some suggested student activities for venting emotions (taking into consideration respect for others)	Filmstrip: Family Members Work SVE

BROAD OBJECTIVE: Personal Responsibility for Developing A Healthy Mind
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Social Development	clay, pounding bench, finger paint, water, sand, art projects, punching bag, physical exercise, role playing pantomine, time-out room, etc. Discuss how a friend influenced a decision (good or bad). The students will refuse to accept unwise dares or consent to unwise experimentation.	That New Baby, Suba Real & Make Believe, P. Harper-Row Filmstrip: School Friends and Activities SVE How Schools Help Us, Hage About School Helpers, Hoffman Filmstrip: School Helpers Eye Gate

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Simple Body Processes	The teacher and students will discuss the different functions of the body.	True Book of Your Body, Hinshaw
Respiratory	Students will compare human respiratory with animal respiratory systems.	
Muscular	The students will discuss and show various muscles.	
Circulatory	The students will count their heart beat and identify veins, arteries and capillaries.	
Nervous	The students will discuss the physiology of senses.	Our Senses & How They Work, Zim
Digestive	The students will name the various parts of the digestive system.	What's Inside of Me?, Zim
	Students will learn to care for their eyes, ears, teeth.	
	Teacher participation.	
Vision	Children will have an eye examination by school nurse.	
Growth	The child observes an adult's growth over a period of time. (height, weight, foot size, hand size, etc.)	
	The child observes the growth of different plants (including trees) over a period of time.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Simple Body Processes	Each child will be weighed, measured, and given an eye examination by the school nurse.	16mm Health, Karius & Baktus The True Book of Your Body and You, Hinshaw
Care of the Body	Children will call parts of the body by correct names.	Filmstrip: True Book Your Body and You
	Books pertinent to the activity will be made available for the students.	Growing Every Day, Bk. 3, Lyons, Carnahan
	The children will make a cumulative health booklet.	Filmstrip: Finding Out About Your Body SVE
Nutrition	Have the children tell about a good breakfast, lunch or dinner that they would enjoy.	16mm Healthy Families PA Good For You, Wilcox
	Children will write a day's menu using the basic four food types.	Filmstrip: The Story of Milk SVE
	A class weight & height chart will be kept and exhibited.	Filmstrip: The Story of Meat SVE How Foods are Preserved, Banks
	Children will view various filmstrips on nutrition.	16mm Good Eating Habits Coronet You Are the Captain, Colmey
	The children will be aware of proper storage and packaging of food. Products might be displayed for a "food store".	Filmstrip: The Story of Vegetable and Fruit SVE Let's Eat, Martin
	The children acknowledge the importance of washing food by observation. (insecticides, bacteria)	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Nutrition	Play the flannel board game, "What is missing?" for a balanced meal. Children will model in clay or paper mache one of their favorite foods. Children will exhibit willingness to try new foods. List child's name, new food tried and the child's liking for it in chart form. The children will create a TV commercial related to food products.	Filmstrip: The Story of Bread SVE 16mm Eat for Health About Food and Where it Comes From, Shannon
Care of the Body	Pertinent books and equipment will be made available for the students. Teacher participation is encouraged. Numerous films and filmstrips will be viewed.	
Exercise	Allow the children to discuss all the exercise they get in one day. Teacher-students will discuss why exercise is important to a healthy body.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Exercise	A planned physical fitness program in addition to that performed by the regular Phys. Ed. instructor is encouraged. Use short activity breaks to allow children to release energy and restlessness. Teacher and students will share personal exercise activities. Children display awareness of correct body posture and balance. The children will show accomplishment of physical fitness skills for this age group. The children will model wet clay into "action people".	
Care of the Body Cleanliness	Teacher and students will share personal hygenic patterns. Teacher-students discussion of importance and responsibility of personal appearance. Encourage parent involvement.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body		
Cleanliness	Teacher-student discussion of importance of clean shelter, surroundings and their responsibility.	
	The children will wash their hands before meals.	The True Book of Bacteria, Wilde
	The children will use a magnifying glass to study their skin.	
	Children may make a table display of articles used to keep clean.	
	The children exhibit no anxiety or fear in going to visit a dentist.	
	The children practice good dental health.	16mm Health - Save Those Teeth
	Discuss why it is important not to put foreign or unknown object into the mouth.	
Care of the Body		
Rest	Teacher and students discuss how rest is important to the body.	
	The children will give examples of times when they were overtired and what happened.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body		
Rest	Ask children to compare quiet activities that can be engaged in by oneself or with others. Teacher-student discussion of "What happens inside" us when we rest?. The student will compare resting to active pulse. Teacher and Students will discuss physical rebuilding of body cells which occurs during rest. Students will list various ways to rest.	
Care of the Body		
Clothing	Discuss, role play and dramatize responsibility for taking care of ones clothing. Teacher and students will discuss correct use of clothing, footwear and jewelry for body comfort. The children dramatize making wise choice in selecting clothing suitable for weather and activity. Teacher and students will discuss caution to be displayed with flammable fabrics.	Lucy McLockett, McGinley

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Clothing	Propose situation where class will finish story dealing with home responsibilities (such as picking up after one's self, helping mother with younger children, etc.)	
Care of the Body Safety Factors	Teacher-student discussion as to correct use of toys. Students will role play safe play situations. Children will develop safety rules for the class. Student discussion of the "Why" of these rules. Discuss hazard of over-exposure to the sun's rays. The children will display pedestrian safety concepts on a "walking field trip". Children will illustrate safety "aids" in the way of traffic lights and signs, and sidewalks, etc.)	Filmstrip: Safe and Sound at Home SVE Filmstrip: Safe and Sound at School SVE Filmstrip: Safe and Sound Along the Way SVE

BROAD OBJECTIVE: Personal Responsibilities for Developing a Healthy Body
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body		
Safety Factors	The children will display knowledge of bicycle riding safety rules.	
	The children will be cautioned and discuss the possible dangers of advances by strangers.	Filmstrip: The Legend of Patch the Pony SVE
	The children will know the four rules in relation to strangers.	
	Student-bus rider discussion of safety in the school bus.	
	The students will dramatize safety precaution when bus riding.	
	The children will play "traffic game".	All About You, Lyons, Carnahan
	Talks by school policeman or safety patrol boys.	
	Children dictate or write suggestions for safe and courteous conduct when riding the school bus.	
	The children will illustrate "unsafe" places to play. (streets, steps, etc).	
	Student-teacher discussion about safety precautions in the lunchroom.	
	Bulletin board display of lunchroom safety rules.	

BROAD OBJECTIVE: Personal Responsibility for Developing a Healthy Body
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Care of the Body Safety Factors	Student-teacher discussion of the "why" of fire drills. Discuss safety rules dealing with electrical outlets, medicine cabinets, sharp objects, etc. Children will make posters showing how they can help protect others. Discuss what to do in case of an emergency.	
Care of the Body Appreciation of Good Health	Teacher-student discussion of the following: Absence of illness Sense of well being Sufficient energy Ability to work and play effectively with others	

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Home Environment	Discuss how students can help to protect a baby and younger children. Individual scrapbook using child's own art work showing four each of food and non-food substances. Puppet show activity. Possibility of presenting the show to younger children. Chart story and posters for school display. Game - Cleaning out the Kitchen Cupboard Safety Dictionary Miscellaneous Activities Check List Children will create a bulletin board based on food and non-food substances. Ask children where and how their mothers store cleaning products. Discuss how household products may be helpful if properly used, but may be fire and health hazards when improperly used and stored.	HEW Publications #1381 p. 18-24 Drugs and You, Level II Robert J. Brady Co. Prentice Hall, Inc. 130 Que St., Wash., D.C. 20002 Set of 20 transparencies $65.00

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Home Environment 	Identify markings of labels on containers which indicate that the contents are poisonous substances. Eg. CAUTION, WARNING, POISON, etc. Have students ask parents to help conduct an inventory of medicines and poisonous substances kept in the home. Report to class. Research to find where the nearest poison control center is located and what it does. Make a list of emergency telephone numbers and post it at home near the telephone. Ask children to describe the medicines which are attractive to them and ask why. Read the instructions and other information on labels of cough syrup, cold remedies, etc. Discuss experiences with poisonous plants. Discuss how to avoid contamination by avoiding swimming in polluted waters, playing in garbage cans and dumpsters, etc.	Supt. of Documents Wash., D.C. Poisonous Plants around the Home. Bulletin 175A College of Agriculture, University of Fla. Gainsville, Fla.

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Home Environment	Explain to children that excessive use of alcohol and tobacco is harmful. Demonstrate smoking machine which may be obtained from local cancer society. Discuss why it is important <u>not</u> to put foreign or unknown objects into the mouth.	
School Environment	Children will recognize food and non-food substances. Children will discuss dangers of sharing food. Children will discuss dangers of accepting things from strangers. Children know their full name, address and telephone number in case of emergency. Children will discuss and list objects about the school that should not be put in their mouths. Caution children about food poisoning. Improper storage Handling Packaging	Red Light People - 16mm Stay Away From Strangers - 16mm

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
School Environment	Avoid eating and smelling pastes, glues, volatile chemicals to be found in the classroom. Discuss importance of proper ventilation. Discuss behavior in nurses' office. Take medication only from school nurse. Teacher and students will develop a safe school environment. Children will write and act in play relating to dangers of strangers. Make friends with an adult at school, such as nurse, librarian, etc. Discuss why it is important not to put foreign or unknown objects into the mouth.	
Community Environment	The children will write an experience about a visit to the nurse or doctor. The children will recognize poisonous plants. Students will debate "Medicines Help, Medicines Kill." Invite school nurse to talk to children.	

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Community Environment	Take drugs only from reliable people. Take nothing from a stranger or a playmate. Give three reasons why not. Play only in clean areas. Leave public beaches and parks clean for others to enjoy. Dispose of trash in the proper way. Tape own story on poison prevention in the community. If you must smell a container, smell it in the proper manner. Do not drink polluted water. Stay away from trash and garbage receptacles. Do not touch a drinking fountain with your mouth. Take precautions when using public bathrooms. Make a community helper your friend. Children will scan the newspapers for stories of accidental poisonings, etc.	

BROAD OBJECTIVE: Drugs and Poisons in the Child's Environment
GRADE 3

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Community Environment	Children will make up jingles & rhymes or slogans to dramatize poison prevention.	

PHILOSOPHY FOR DRUG PREVENTION IN THE MIDDLE ELEMENTARY YEARS

The upper elementary grades are a critical period in a drug prevention program because the child is beginning to enter a new phase in his development. The desire for peer group acceptance creates an awareness of a new and powerful influence in his life. Through drug education, the child may begin a phase of his life equipped with honest facts concerning drugs.

Many adults in our society abuse drugs by taking medications for every minor discomfort. Children see this and also notice their parents' consumption of alcohol and tobacco. Children are convinced that their selection is a better one. Useful drugs become dangerous with abuse. This is especially true of drugs that produce dependence. The fact that scientific research has not established all the negative and positive aspects of drugs they consider mind-expanding and soul-purifying does not seem to worry young people and does not deter them from their quest for a short cut to happiness. Punitive measures have not been successful; therefore, education must be the answer. Teachers are in a particularly good position to encourage parents, students, and the community to remain level-headed about the drug abuse.

It is necessary at the fourth, fifth and sixth grade levels of drug abuse education for the students to be taught an awareness of the physiological, social, and emotional effects of drugs on the human body. As a prerequisite to this study of drugs, an understanding of the normal functions of the human body should be taught. At the fourth grade level the physical, social, and emotional needs and ways to help students supply these needs must be stressed. At the fifth grade level, physiology of the human body is studied. Here the physiological effects of drugs should be stressed. At the sixth grade level, the drug prevention program should be approached from the behavior patterns

of the preadolescent child. Drug abuse is as a symptom of the lack of ability to adjust to the emotional changes taking place in the body. Hopefully, these students can be shown constructive ways to cope with their daily problems without the use of chemical agents.

BROAD OBJECTIVE: Behavior Patterns Influence our Present and Future Health.
GRADE 4

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
How we act When happy sad angry others are happy others are angry What influences our actions: Eating habits Rest Exercise Actions of others Security and satisfaction with self Feelings Medicines we take	Discussion of what makes us have feelings of happiness, anger, sadness etc. Role play different moods. Do creative writing to create different moods. Have children list things they do better when they are happy. Make Basic Four Food Charts Keep records of foods eaten Keep record of sleep and rest Discuss the importance of tasting new foods for good nutrition. Discuss merits of the school lunch program. Discuss the importance of exercise and physical fitness. Collect magazine pictures of people showing different moods and discuss what might have created the mood. Role play how actions of others affect you.	National Clearinghouse for Drug Abuse Information WT 240 5454 Wisconsin Ave., Chevy Chase, Maryland 20015 National Family Council on Drug Addiction, 401 West End Ave., New York, N.Y. 10025 U. S. Department of Health, Education and Welfare 330 Independence Ave., S. W., Washington, D.C. 20003 National Congress of Parents and Teachers, 700 N. Rush Street, Chicago, Illinois 60611 United Christian Action, Inc. 1705 Gary Road Lakeland, Florida 33801 American Medical Association 535 North Dearborn Street Chicago, Illinois 60610 Food and Drug Administration 330 Independence Ave., S.W. Washington, D C. 20003 Mental Health Materials Center 419 Park Ave. S. New York, New York 10016

BROAD OBJECTIVE: Behavior Patterns Influence our Present and Future Health.
GRADE 4

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Discuss why it is important to help younger siblings like themselves. Discuss why it is important for you to like yourself. Discuss honestly constructive ways to deal with feelings. (cook, paint, engage in sports, sew, help others, etc.	U.S. Department of Agriculture Washington, D.C. 20505 Bureau of Narcotics and Dangerous Drugs, U.S. Dept. of Justice Washington, D.C. 20537 National Institute of Mental Health Public Information Branch 5454 Wisconsin Ave., Chevy Chase, Maryland 20015 Finding Your Way; Understanding Your Needs; Choosing Your Goals Irwin, Farnsworth, Fraumeni Lyons and Carnahan, 407 E. 25th St. Chicago, Ill 60616 Drug Abuse, Escape to Nowhere Smith, Kline and French Laboratories National Education Association 1201 Sixteenth Street, N.W. Washington, D C. 20036 Health 4, Laidlaw Health 5, Laidlaw Drugs From A to Z a Dictionary Richard R. Lingeman Mcgraw-Hill Book Co. Teaching About Drugs, American Health Ass. 107 S. Depester St. Kent, Ohio 44240

BROAD OBJECTIVE: Medicines Can be Helpful and Harmful
GRADE 4

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Use of medicines for prevention and cure of sickness. Prescription Non-prescription Improper use of medicines can harm the individual. Advertisements affect our attitudes toward medicines. Drugs and their effects on human body. Glue sniffing Caffeine coffee tea cocoa cola drinks Nicotine Alcohol Marijuana LSD Acid	Discussion of definition of terms. Research and report on medicines. vaccines serums antibiotics home remedies diseases sources of drugs Discuss importance of using medicines as directed. Collect information on early ideas about medicines, especially in relation to magic. Discuss "wonder drugs" and the changes they have brought about in disease control Discuss role immunizations and vaccinations play in the control of diseases. Discuss caution that should be taken concerning aspirin and other familiar drugs. Cut out, bring to school, and make scrap books, or a bulletin board of medicine advertisements, illustrating exaggerated claims.	Drug Education for Teacher and Parents, William H. Sadlier, Inc. Drugs, Washington Square Press, New York, New York What You Can Do About Dangerous Drugs, Alton Blakesless Associated Press Resource Book for Drug Abuse Education, U.S. Dept. H.E.W #1964 "What You & Your Family Should Know About Drugs", Benjamin Company, Inc. 485 Madison Ave., New York, New York 10022 "A Doctor Discusses Narcotics and Drug Addiction" by Louis Rebin in consultation with Robert L. Sharoff M.D., Budlong Press Co. 5428 N. Virginia Ave., Chicago, Ill. 60625 U.S. Department of Health, Education and Welfare, Superintendent of Documents U.S. Government Printing Office Washington, D.C. "Narcotics" #1827 "Sedatives" #2098 "Stimulants" #2097 "The Up and Down Drugs" #1830 "LSD" #1828 "Thinking About Drinking"

BROAD OBJECTIVE: Medicines Can be Helpful and Harmful
GRADE 4

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Dramatize medicine commercials, ie. TV, emphasizing extravagant claims. Discuss why advertisers show instant or fast relief. Do charts and diagrams and cartoons of misuse of different drugs. Discuss importance of well ventilated rooms when using glue.	Bureau Narcotics and Dangerous Drugs, U.S. Government Printing Office, Washington, D.C. 20402 "Fact Sheets" "The Crutch that Cripples: Drug Dependence" American Medical Association, 535 N. Dearborn St. Chicago, Ill. 60610 "Marijuana: Social Benefit or Social Detriment?" Narcotic Education Foundation of America, 5055 Sunset Blvd., Los Angeles, Cal. 90027 "Your Child's Sense of Responsibilies", Public Affairs Committee, Inc 381 Park Ave., S. New York, N.Y 10016 "Drug Abuse - Problems of Identification", Women's Auxiliary Florida Medical Association, Inc. "To Parents / About Drugs", Richard J. Hooten Metropolitan Life Insurance Company, 1550 Barrancas Ave., Pensacola, Florida S V E Set of 4 filmstrips with records.

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SUGGESTIONS FOR EVALUATION IN 4th GRADE

Teacher Observation:

student participation in activities

attitude changes (could be determined by questionnaires)

behavior changes (changes in eating habits, rest habits, etc.)

Health posters done by the children involving proper and improper use of medicines, rest, and exercise.

STD Committee bulletin boards on the drugs.

Class scrapbook of magazine drug advertisements and newspaper articles.

Anonymous evaluation by pupils of the drug ed. program.

BROAD OBJECTIVE: Through the Centuries, Man Has Tried to Alter his Feeling by the Use of Chemicals Without Regard for Body Damaging Effects.
GRADE 5

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Definition of Drugs Brief history of drugs Misuse of drugs Hallucinogens marijuana LSD Sedatives barbiturates alcohol Stimulants Amphtamines Caffeine Narcotics heroin morphine Glue Sniffing Nicotine Physiological effects of drugs on the body. Possible long term use Physical dependence Mask symptoms of more serious problems	Have children give definitions on drugs and let class arrive at workable definitions of terms to be used in the unit. Direct research designed to show the early uses of drugs. Independent research & reporting on discoveries and uses of important drugs (penicillin, etc.). Discuss potential dangers involved in misusing drugs, both prescriptive and non-prescriptive. Committee reports on the different categories of drugs, their use and misuse. Charts and or bulletin boards classifying drugs by their characteristic effects. Question box to be used by the children for depositing questions they have concerning drug use. May be used in conjunction with an outside resource person. Discussion of drug effects on the body by a doctor, nurse, or public health official.	Set of slides on drugs Pharmaceutical Manufacturers Assn. 1155 15th Street, N.W. Washington, D.C. 20005 Films: "Steps Toward Maturity and Health" "The Social Side of Health" "Physical Fitness and Good Health" The Upjohn - Disney Health Series, Walt Disney Educational Materials 666 Busse Hwy, Park Ridge, Ill. 60068 "Growing Up" Coronet Film, Coronet Building, Chicago, Ill. 60601 "Moments of Decision" Sid Davis Production, 2429 Ocean Park Blvd., Santa Monica, Calif. 90405 "Flowers of Darkness" From booklet "99 Films on Drugs" The State of Florida Department of Education, Bureau of Curriculum and Insturction, Tallahassee, Florida.

BROAD OBJECTIVE: Man has Attempted to Deal With the Dependency-Producing Drugs by Restrictive Legislation and Prevention and Rehabilitation Centers.
GRADE 5

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Drug Laws What is being done In the community Treatment centers Seminars for the public In the school In the church 	Individuals and/or committees research the history of legislation relating to the use of dependency producing drugs. Share these and discuss them. Discuss effectiveness of legislative controls and enforcement problems. Use resource person to discuss problems of enforcement with the students. Role-play some of the enforcement problems. Have student research and reporting on Border Control of drugs entering U.S. Discuss meaning of "emotional" and "dependence". Collect advertisements of preparations which claim to be beneficial to man. Make a scrapbook of these. Research to trace history of man's dependence on non-food substances. Role-play situations in which effective techniques of saying "no" to situations at hand are exhibited.	Transparencies "Drugs and You" Level II - 4th Grade Level III - 5th and 6th grade Robert J. Brady Co. A subsidiary of Prentice-Hall, Inc. 130 Que St. N.E. Washington, D.C. 20002

BROAD OBJECTIVE: Man Has Attempted to Deal With the Dependency-Producing Drugs by Restrictive Legislation and Prevention and Rehabilitation Centers.
GRADE 5

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Have resource people from Mental Health Clinic talk to class about Treatment Centers. Have local narcotics officers talk to class about what is being done in your community about drug abuse. Show the film "Flowers of Darkness"- about treatment centers.	

SUGGESTIONS FOR EVALUATION IN 5th GRADE

Objective Type tests on Drugs and their physiological effects on the body.

Evaluation of vocabulary. Be sure children understand words being used.

Teacher observation.

Children do self-evaluation and also have two children do cross evaluations.

Have children evaluate research and report on findings. No grade needs to be given.

Evaluation through production of charts, posters, bulletin boards, scrapbooks, etc.

Have children write film reviews after showing.

Classification of lists into food and non-food substances.

Observation of student participation in activities.

BROAD OBJECTIVE: One Must Understand Himself, His Attitudes, Feelings and Capabilities in Order for Him to be Able to Adjust to and Feel Secure in his Daily Relationship with Others.
GRADE 6

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Individual Behavior Patterns Self-discipline Sense of responsibility Independent thinking Maturity Self-esteem or self-worth Respect for others Emotional and Mental Health Ability to cope with daily problems Appropriate expression and acceptance of feelings. Seeking educational opportunities Desire for self-fulfillment Social Development Self-acceptance and acceptance of others. Peer group acceptance Development of good attitudes and values.	Buzz Groups (discussion groups of students). Use open-end sentences or situations as starters for discussion List and discuss individual needs and acceptable ways to satisfy these needs List characteristics of people who are able to get along well with others and discuss these. Have each student pick out his worst fault and tell how he hopes to overcome it. Set up question box and encourage questions dealing with worries and fears of class members. Use for discussion. Discuss good sportsmanship and fair play. Encourage dependability and responsibility through individual and cooperative tasks. Discuss need for success that everyone has and ways to meet these needs List responsibilities for sixth graders and ways of accepting these.	

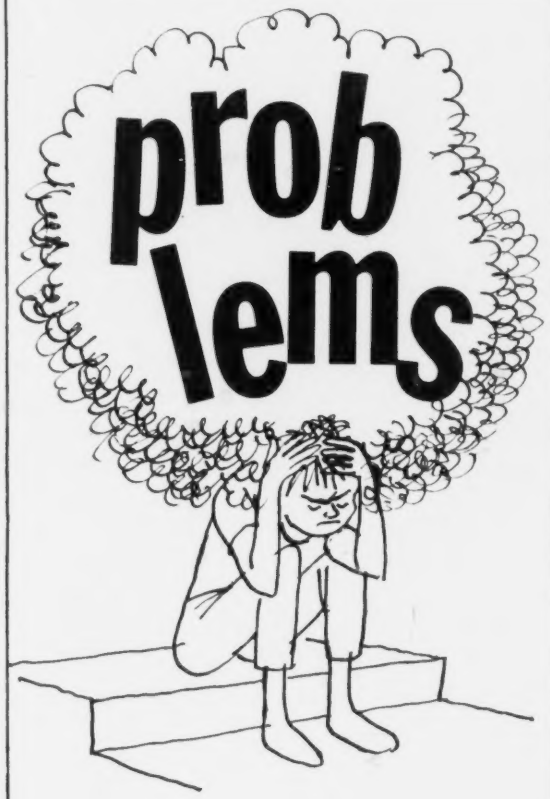
BROAD OBJECTIVE: One Must Understand Himself, His Attitudes, Feelings and Capabilities in Order for Him to be Able to Adjust to and Feel Secure in His Daily Relationships with Others.
GRADE 6

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Discuss emotional needs and changes experienced in pre-teen and early teen years. Encourage students to write essays on "The Fine Art of Saying "No". Discuss these. Discuss and list some of the steps relative to the experiences of your students which are necessary for emotional maturity. Discuss examples of mature and immature behavior. Discuss student-oriented goals that are within the realm of student achievement. Discuss student ideas of types of experimentation to obtain peer group acceptance. Role-play the situation of a student's first introduction to try drugs by a friend. Discuss how some people may be led to experiment with drugs.	
Many people abuse drugs because they do not know how to cope with daily problems constructively.	Compile a list of those factors students think are responsible for effective group membership and analyze them critically, emphasizing self-discipline & independent thinking	

BROAD OBJECTIVE: One Must Understand Himself, His Attitudes, Feelings and Capabilities in Order for Him to be Able to Adjust to and Feel Secure in His Daily Relationships with Others.
GRADE 6

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Discuss how feelings of self-worth, a sense of responsibility and friendliness are necessary to our social development. Develop standards of conduct which show respect for the ideas of others. Role play how to cope with pressure from friends who insist that others use drugs. Describe and discuss constructive ways that are safe to show independence, eg. doing homework promptly, helping friends solve problems, helping family members, etc. Have children write a paper on how their friends influence their choice of activities. List and evaluate methods of coping with daily problems. Let children list decisions that they have made during the past 24 hours. Discuss common situations involving children their age that require decisions. Let children compile a list of criteria for good decision making.	

BROAD OBJECTIVE: One Must Understand Himself, His Attitudes, Feelings and Capabilities in Order for Him to be Able to Adjust to and Feel Secure in His Daily Relationships with Others.
GRADE 6

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Role play involving situation requiring value judgment and decision making. Make tapes and displays of drug advertisements. Discuss the various slogans and why they might appeal to people. Discuss how a person might come to depend on drugs rather than on himself as a solution to daily problems. Discuss why and how daily problems left unsolved can become monumental in the thinking of a person. Role play to illustrate.	

BROAD OBJECTIVE: Drugs and Volatile Chemicals, When Improperly Used, are Potentially Dangerous.
GRADE 6

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Dangerous Drugs Hallucinogens LSD DMT mescaline marijuana psilocybin Opiates morphine heroin codeine paregoric Barbiturates (sleeping pills - depressants) Amytal Nembutal Phenobarbital Alcohol Amphetamines (diet or pep pills - stimulants) Benzedrine Dexedrine Methedrine Nicotine	Read, research and report on pamphlets on different drugs. Discussion groups on individual drugs and their effect on body. Film strips on different drugs. Discussion of filmstrips. Discussion of personality traits of people using drugs and contructive ways to use energiesof these people. Show sets of slides on drugs. Use school nurse to lead discussion and answer student questions. Through discussion, choose a workable definition of words to be used in the unit. - (drug, emotional, dependence, etc.) Collect information on medical research, kinds of drugs, medicines uses and misuses.	

SUGGESTIONS FOR EVALUATION OF THE 6th GRADE

Check List

	Yes	No
1. Do I possess characteristics that make me easy to get along with?	____	____
2. Am I progressing in overcoming my worst fault?	____	____
3. Do I display good sportsmanship and fair play at all times?	____	____
4. When I have a task to do, do I complete the task on time?	____	____
5. Do I accept responsibility when it is given to me?	____	____
6. Do I let my friends persuade me to do things I don't want to do?	____	____
7. Do I have immediate goals I'm working to obtain?	____	____
8. Do I have longtime goals that I'm working toward?	____	____
9. Am I achieving in relation to my ability?	____	____
10. Do I have constructive interests to help fulfill my needs?	____	____
11. Do I contribute my share in group work and discussions?	____	____
12. Can I examine evidence and make a decision?	____	____
13. Can I read an advertisement and analyze and evaluate it?	____	____
14. Can I cope with my daily problems without becoming frustrated?	____	____
15. Do I feel that I am growing into a worthwhile person?	____	____

Teacher Observation

Paper for Evaluation of Self in Accomplishing goals set up.

Evaluate program with constructive criticism and suggestions. This can be oral and written.

Objective Type Evaluation.

Define:
- Use
- Misuse
- Abuse
- Hallucinogen
- Opiate
- Depressants
- Stimulants
- Barbiturate
- Amphelamine

Clasify each of these drugs into the group (a) Hallucinogen (b) Opiate (c) Barbiturate (d) Amphetamine.

Give at least one danger of misuse of each of the following:

(a) Hallucinogen
(b) Opiate
(c) Barbiturate
(d) Amphetamine

Pre test and Post test on Transparencies
"Drugs and You" See Resources

6th GRADE TEST

1. What are hallucinogens?
2. Name two hallucinogens?
3. How do hallucinogens effect the body?
4. What are two immediate dangers from the use of hallucinogens?
5. Name one medical use of hallucinogens?
6. What do amphetamines do to the body?
7. What is the danger of amphetmine abuse?
8. Name two medical uses of amphetamines.
9. What do barbiturates do to the body?
10. Why is overdosing so prevalent when barbiturates are prescribed by doctors?
11. Name two medical uses of barbiturates?
12. What are narcotics?
13. How do most addicts get started using heroin?
14. What is the danger of inhaling volatile chemicals?
15. Name ten reasons why young people use drugs.
16. How does alcohol effect the body?
17. What is a lethal dose of alcohol?
18. Write at least a half page on how you can avoid becoming a drug abuser.

PHILOSOPHY FOR DRUG PREVENTION IN THE TRANSITIONAL YEARS: GRADE 7

Since there is evidence of need for education in the proper use of drugs, Florida Legislature has instructed the State Department of Education to implement a drug education program.

We believe the home, church, school, civic organization, and agencies must each accept the responsibility for solving this problem through the education of students, parents, and other concerned adults.

As educators, we further believe that students should be given an opportunity to assess and to originate alternative solutions to personal problems for improving the self-concept and facing reality. Opportunities for students to become knowledgable in the proper use of drugs socially and biologically must be an essential part of the drug education program.

BROAD OBJECTIVE: Many Widely Used Substances Contain Drugs
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Define Substance	Discuss as many definitions of "substance" as can be found (technical commonly used, chemical, etc.)	Dictionary, science text, encyclopedia, pamphlets.
	Form an oral concensus of opinion on definition of "substance"	Science teacher, home economics teacher.
	Discuss substances used in the classroom and school environment which fit the definition of "substance"	Curriculum coordinator, custodian, secretary, food service personnel.
	List "substances" previously discussed which all (or most) people use.	Consumer's guide magazine, daily newspaper, periodicals, TV Commercials, radio, billboards.
Define Drugs	Discuss definition of drugs using resource pamphlets, books, texts, dictionary, etc.	Dictionary, science text, encyclopedia, pamphlets.
	Write the definition of "drugs" based on concensus of opinion after the above research.	Resources on "Group Dynamics", "what is concensus?".
	Display items used in the classroom and school environment which contain drugs.	3-D display area, items borrowed from school environment.
	Label the above display items as "safe" or "unsafe" for unrestricted use or consumption.	Classification list of drugs and their effects on the body.

BROAD OBJECTIVE: Many Widely Used Substances Contain Drugs
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Define Drugs	Collect scrapbook of labels of commonly used substances containing drugs which are found in the school environment.	18" x 24" white drawing paper as filler, cover stock, binding, labels, scissors, glue, lettering supplies.
	Arrange and sketch still life composition of substances containing drugs which are used in the school environment.	Table for still life, drawing paper, drawing pens-pencils, drawing boards, items from school environment containing drugs.
Recognize need for knowing what drugs are found in commonly used substances.	Prepare shopping list for a week's expendable household needs and designate which contain drugs.	Note pad, 2 colors of pen or pencil, assistance of adult shopper in household.
	Shop for the above list of items, noting prices of items containing drugs.	Shopping list, money to make purchases, assistance with transportation.
	Prepare a shopping list for the 2nd week combining those items which seem to duplicate substances containing drugs.	Note pad, 3 color of pen or pencil, assistance of adult shopper in household.
	Shop for the 2nd list, noting the possible saving when duplicate substances are eliminated.	Shopping list, money to make purchases, assistance with transportation.

BROAD OBJECTIVE: Drugs Are Found in the Home
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know what drugs are found in the home.	Collect labels from empty drug packaging and display on bulletin board.	Empty drug packaging, 2-D display space, misc. lettering and layout supplies (glue, scissors, etc.)
	Collect advertisements from periodicals of drugs and arrange in collage.	Periodicals, collage backing, scissors, glue shellac.
	Prepare exhibit of various types of medicine commonly found in the home.	3-D display space, medicines found in home, drapery, small risers.
Know where drugs are kept in my home, relatives' home, friends' home.	Draw schematic of my home and locate drug storage.	Drawing paper, pencils, rulers, chart of symbols for doors, windows, etc.
	Discuss and compare location of drugs in my home and that of others in class, relatives, friends.	Schematic previously made of my home. 2-D display to compare schematics.
	Plan a schematic which would be useable for storing drugs in the average home.	Books of house plans (floor lay-out), graph paper, ruler, pencils.
	Develop a letter to parents suggesting safe ways both to store and to dispose of medicine.	Paper, pencil-pen, Include schematic prepared above applicable to average house.
Know why drugs are found in the home.	Ask pharmacist to describe various forms of medicine and their uses.	Pharmacist
	Discuss uses of drugs commonly found in the home.	Collages previously made, 3-D display previously made, bulletin board display previously made.

BROAD OBJECTIVE: Drugs Are Found in the Home
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know why drugs are found in the home.	Divide display of drugs commonly found in the home into tablets, capsules, ointments, sprays, creams, liquids, mists, etc.	3-D display area, drugs commonly found in home.
	Arrange display of drugs commonly found in home into categories by use: household cleaner, body cleaner, antiseptic, insecticides, herbicides, germicides, etc.	3-D display area, drugs commonly found in home.
Know for whom drugs are in the home.	List members of household, their age, occupation, physical dependency on drugs, (constant or occasional), and length of time they use various drugs.	Members of household, paper, pen.
Know how drugs come into the home.	List household shoppers.	Members of household, paper, pen.
	List businesses from whom purchased.	Members of household, labels from drug packages, monthly statements from charge accounts, paper, pen.
	List prices paid for drugs and note differences from various stores.	Member of household who handles payment of accounts, price tag from drug packages, newspaper, periodicals TV ads.
	Role-play purchase of drugs from time decision is made to storing in the home, giving possible errors which might occur.	Members of class.

BROAD OBJECTIVE: Drugs Are Found in the Home
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know when drugs can be used safely.	Research current Red Cross First Aid handbook for suggested treatment of accidents which might occur within the home or school environment.	Representative of local Red Cross unit, handbooks from Red Cross First Aid unit.
	List the drugs recommended by the above research.	Red Cross First Aid handbooks, paper, pen.
	Compare list of drugs in my home with list recommended by Red Cross first aid.	List of drugs found in my home, list of drugs recommended by First Aid handbook.
	Practice (role-play) use of the above drugs on simulated accidents. Speculate on possible errors and results.	Members of class.
	Prepare chart to use at home on first aid treatment, home remedies available, and list their storage place. Share comments of family on the chart with the class.	Chart material (posterboard, felt tip pens, lettering guides, rulers, scissors, construction paper), list previously made of drugs found in my home, first aid Remedies suggested in First Aid handbook.

BROAD OBJECTIVE: There Are Differences in Prescriptive and Non-Prescriptive Drugs and Each Serves a Purpose
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know how there is a difference in prescriptive and non-prescriptive drugs.	Invite local physician to discuss how he decides (chemically) the difference in prescriptive and non-prescriptive drugs.	Local physician, informal classroom environment for effective discussion.
	Invite local chemist to discuss how he sorts drugs in his laboratory as to prescriptive and non-prescriptive.	Local chemist, informal classroom environment for effective discussion.
	Invite state enforcement officer of pure food and drug act to discuss importance of retailers distinguishing difference in prescriptive and non-prescriptive drugs.	State Pure Food and Drug officer, large group (150-200 students), A-V equipment for visual presentation.
	Survey advertisements in periodicals, newspapers, etc. for determining if drugs are advertised as "prescriptive" and "non-prescriptive".	Local and area newspapers, periodicals TV commercials verbally described.
	Research state and federal laws which require distinguishing between prescriptive and non-prescriptive drugs by handlers.	Textbooks, pamphlets, area legislator, local lawyer.
Know why there is a difference in prescriptive and non-prescriptive drugs.	Invite local physician to discuss the physical effects of drugs, both prescriptive and non-prescriptive.	Local physician.
	Invite a pharmacist or physician to discuss the factors that determine how a person may respond to drugs classified as prescriptive and non-prescriptive.	Local pharmacist or physician. A-V equipment for visual presentation.

BROAD OBJECTIVE: There are Differences in Prescriptive and Non-Prescriptive Drugs and Each Serves a Purpose
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know why there is a difference in prescriptive and non-prescriptive drugs.	Group drugs brought from home into categories of prescriptive and non-prescriptive.	Drugs brought from home.
Know how the prescriptive and non-prescriptive drugs have evolved in different cultures.	Research history sources for the development of present Pure Food and Drug laws, in the U.S.	Textbooks, encyclopedias, pamphlets, filmstrips, films (check science sources, also).
	Research history sources for development of prescriptive and non-prescriptive drug use in other cultures.	Textbooks, encyclopedias, medical journals, physician's textbooks, social studies sources.
	Discuss probable reasons why all cultures deal differently with prescriptive and non-prescriptive drugs.	Classroom with informal atmosphere for effective discussion, artifacts of other cultures related to prescriptive and non-prescriptive drugs (borrow from local physicians, museum, art gallery, library, parents and local people who have traveled in other countries and collected art objects).
	Graphically illustrate the rise in use of prescriptive and non-prescriptive drugs in the U.S.	Statistics on sales of prescriptive and non-prescriptive drugs, medical journals, consumer's reports, poster paper, ruler, pens, construction paper.
	Discuss reasons why the U.S. has encouraged or banned the advertisement of prescriptive and non-prescriptive drugs over the past 20 years (since TV has become common in the home).	Classroom with informal atmosphere for effection discussion, TV monitor to show examples of advertisements.

BROAD OBJECTIVE: <u>There are Differences in Prescriptive and Non-Prescriptive Drugs and</u> Each Serves a Purpose
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know how individuals can distinguish the physical appearance of prescriptive and non-prescriptive drugs.	Invite local physician to display variety of prescriptive and non-prescriptive drugs with opportunity for students to see, touch, smell, etc. the differences and similarities.	Local physican, 3-D display area, classroom with informal setting for small group interaction.
	Prepare bulletin board of textures (actual and simulated) with verbal descriptions of differences and similarities in prescriptive and non-prescriptive drugs.	2-D display area, papers, asst. found objects, glue, scissors, tacks, pens, paints.
Know where prescriptive and non-prescriptive drugs are manufactured.	Invite state pharmaceutical officer to discuss geographic locations of major manufacturers of prescriptive and non-prescriptive drugs.	Local or area pharmaceutical officer, classroom for large group presentation (150-200) A-V equipment for visual presentation.
	Locate on Florida map the location of manufacturers of prescriptive and non-prescriptive drugs.	Large map of Florida, or opaque projection, for approx. 30 viewers, pointer, and thumbtacks, pamphlets from Fla. Dept. of Health with information necessary.

BROAD OBJECTIVE: Drugs Affect Different People in Different Ways: Physically, Mentally, Emotionally, Socially, Economically.
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know how people differ physically, mentally, emotionally, socially, economically.	Define the terms "physical, mental, emotional, social, economic."	Pamphlets, dictionary, encyclopedia.
	Discuss the terms above and form concensus of opinion on an acceptable definition of each.	Class members.
	Invite local authority on each aspect (physical, mental, emotional, social, economic) to discuss probably causes why people differ.	Local physician, psychologist, minister, social welfare representative, Chamber of Commerce expert on industrial areas.
	Speculate as to what methods may be used to accept differences in people (physical, mental, emotional, social, economical.)	Discuss with above consultants and classmates the possible ways man can reasonably accept people's differences.
Know how drugs affect the "normal" person.	Research literature on effect of drugs on the human body which is "normal".	All available pamphlets, books, medical journals, periodicals.
	View films, filmstrips, movies, TV programs, etc. showing varying degrees of affect on the "normal" person.	All available films, filmstrips, TV programs.
	Discuss the above audio-visuals and compare drug effects with those stated in the researched literature.	Class members and written comments on effects researched in above activities.
	Taperecord physician's patients describing how drugs (prescribed) affect them.	Physician, recording equipment, patient (giving approval for recording).

BROAD OBJECTIVE: Drugs Affect Different People in Different Ways: Physically, Mentally, Emotionally, Socially, Economically.
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know how drugs affect the "normal" person.	Taperecord family members describing how drugs, prescribed and non-prescribed, affect them.	Family members, tape recording equipment.
	Invite physician to describe the effects of drugs on people who are considered "normal".	Local physician, class members, informal atmosphere for effective discussion.
Know how drugs alter the person who is not "normal".	Visit a local institution for the physically or mentally handicapped to view visible effects of affect drugs have on the "abnormal" person.	Local instituion which has been previously contacted for permission to visit.
	Invite a representative of the cerebral palsy clinic, mental health assoc., institution for the physically or mentally handicapped to discuss effects of drugs on the "abnormal" person.	Local consultant from cerebral palsy clinic, mental health assoc., institution for the physically-mentally handicapped.
	View films on mental and physical disabilities which illustrate effect of drugs on the "abnormal".	Available films.
	Write a paper on "The disability I would least like to have", "How someone I know overcame Physical (or Mental) Disabilities through use of Drugs", "How someone I know was disabled through use of drugs", "Why some disabilities cannot be overcome through use of Drugs", "If I could invent a Drug, It would be one to _____", "The circumstances under which I would experiment with drugs".	Paper, Pen.

BROAD OBJECTIVE: Drugs Affect Different People in Different Ways: Physically, Mentally, Emotionally, Socially, Economically.
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know how drugs alter the person who is not "normal".	Compile a bibliography of books in our local city library which include information about drugs or in which drugs are an important part of the story (fictional and non-fictional)	Paper, pen, appropriate information from books, etc., which have been read to constitute usable bibliography.
	Collect commercial posters which show persons under the influence of drugs or who could be considered under the influence of drugs.	Posters collectedby students or other members of family.
	Compose a verbal description of how a person would look under the influence of drugs, prescriptive and non-prescriptive.	Information gained from previous activities, class members.
	Compose a portrait of a person your age who is under the influence of drugs (non-prescriptive).	Art materials (paper, pen, brush, pencil, etc.) information gained from previous activities.
Know which aspect of man (physical, mental, emotional, social, economical,) seems to be benefited by effective controlled use of drugs.	Research benefits to man by the effectively controlled use of drugs (physical, mental, emotional, social, economical).	All available pamphlets, books, etc.
	Discuss finding of above research and form concensus of which aspect apparently could benefit most from effectively controlled use of drugs.	Above information, class members.
	Describe activities of people who are successful in spite of severe physical handicaps.	Class members, informal environment conducive to effective communication.

BROAD OBJECTIVE: Drugs Affect Different People in Different Ways: Physically, Mentally, Emotionally, Socially, Economically.
GRADE 7

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Know which aspect of man (physical, mental, emotional, social, economical,) seems to be benefited by effective controlled use of drugs.	Invite local person who has successfully overcome physical handicap through effectively controlled use of drugs.	Local person, class members, informal environment conducive to effective communication.
	Investigate research on use industry is making of mass dispensed drugs for production efficiency.	Industrial Journals, Psychological Journals.
	Design chart showing which aspect of man (physical, mental, emotional, social, economical) seems to be currently most positively affected by effectively controlled drugs.	Chart material, information previously gathered in above activities.
Know which aspect of man (physical, mental, emotional, social, economical) seems to need controlling by effective use of drugs.	Have science teacher discuss physical aspects of man that could be controlled by drugs which would be socially acceptable.	Science teacher, local pharmacist.
	Have mental health association representative discuss emotional aspects of man that could be controlled by drugs which would be socially acceptable.	Representative of mental health assoc. A-V equipment for presentation to large group (150-200 students).
	Have social welfare representative discuss social aspects of man that could be controlled by drugs which would be socially acceptable.	Representative of Social Welfare organization, A-V equipment for presentation to large group (150-200 students).

SUGGESTED EVALUATION

Ability to distinguish a "substance" is evident at completion of drug unit.

"Concensus of opinion" is used in other curriculum activities.

School is cooperative to the extent the students have freedom of investigating supplies used.

Increased awareness of effect of mass media on consumer decisions.

Verbalization is easy and unrestrained when defining drugs.

Re-use of "concensus" is reinforcing its merit in some group activities.

Items are freely loaned by administration, etc., indicating cooperation in drug education.

Display space is made available for school wide viewing.

Collection continues to grow after deadline for activity is past.

Skills learned in other area of curriculum are applied to drug unit. Art instructors involved in coordinating the required materials and art supplies.

Becomes involved in deciding what items should be purchased and why they are needed.

Becomes familiar with responsibility for expending monies for purchases, making monetary decisions.

Evaluates results of his purchases and attempts to improve over previous efforts to plan family expenditures.

Feels successful in decreasing household expenditures while maintaining previous quality and degree of maintenance, consumption, etc.

Can name the drug contained in the substances found at home when viewing label.

Is familiar with how many advertisements are contained in mass distributed periodicals.

Can distinguish medicine from other household substances.

Can express visually the areas of home which contain drugs, also relatives' & friends' homes.

Can generalize regarding how a family stores drugs and substances containing drugs.

Can generalize regarding how drugs can be safely stored in the average home.

Can verbally express to parents the need for safely storing and disposing of medicines.

Can verbalize with specialist in drugs and be able to transfer knowledge to family and others.

Can verbalize with class his personal family drug needs and habits with no embarrassment.

Can readily sort variety of substances containing drugs into categories of physical form.

Can readily sort variety of substances containing drugs into categories of use.

Can freely discuss with members of family their drug habits.

Can determine who in family is responsibile for actual purchase of most drugs used.

Can name and locate geographically the retailer from whom drugs are purchased for the home.

Can classify drugs commonly used according to cost.

Can predict results of proper or imporper purchase and storage of drugs.

Recognizes local Red Cross representative's role in community and is knowledgable of personal responsibility in accidents.

Knows what drugs should be part of the home drug storage cabinet.

Can suggest to parent possible discrepancies in recommended list of home drugs with what is actually on hand in the home.

Can meet some common accidents with more knowledge of how to render first aid or find help.

Family used the chart to stock family drug storage and is more knowledgable of first aid possible in the home.

Be generally knowledgable with chemical differences in prescriptive and non-prescriptive drugs.

Be aware of how drugs are cared for in laboratories suggesting cautions needed by general public.

Be aware of federal regulations governing purity of food and drugs which protect our health.

Be aware that each person is held responsible for distinguishing the difference.

Be aware of label contents which are required by laws when shopping for substances containing drugs.

Be aware of the role a physician plays in deciding how to apply the benefits of prescriptive and non-prescriptive drugs.

Be aware of chemical effect of the prescriptive and non-prescriptive drugs on the body.

Be able to sort drugs found at home into prescriptive and non-prescriptive.

Know generally when major drugs were discovered, manufactured, etc., mass innoculation, epidemic consequences.

Be aware of development of use of prescriptive and non-prescriptive drugs in U.S. compared to other culture.

Be aware of probable reasons other cultures deal differently or similarly with drugs than U.S.

Be able to prepare a graphically visual statement which will communicate easily with others the desired information.

Be aware of the impact, both audio and visual, that TV has on the average household.

Be able to distinguish the differences in prescriptive and non-prescriptive drugs which are perceptable through the senses.

Be able to distinguish the physical characteristics accurately so as to visually and verbally express the distinctions.

Be able to locate major sources of manufacture or harvest of many commonly used prescriptive and non-prescriptive drugs throughout the world.

Can write a definition of the terms "physical, mental, emotional, social, economic."

Can for a concensus of opinion on a term which is controversial.

Can respect some local persons as "expertly" knowledgable in the physical, mental, emotional, social, and economic aspects of life.

Can discuss ways which would indicate efforts to accept people who are different in these aspects of life: physical, mental, emotional, social, economic.

Is knowledgable of sources of information on the human body, including recent publication.

Has opportunity to view quantity of films, filmstrips, TV programs giving different points of view.

Can accurately relay information in visuals to classmates and offer opinions.

PHILOSOPHY FOR DRUG PREVENTION IN THE TRANSITIONAL YEARS: GRADE 8

Drug abuse, like other forms of aberrant behavior, may have varying causes. For some, it may represent ill-advised experimentations; for others, it may indicate basic or adolescent psychological problems. Since reasons for drug abuse vary widely, so must the approaches to individual students. At the eighth grade level, the role of personality development in solving problems will be stressed. One such approach is to provide better ways to experience the richness of living and to make life more exciting and less dangerous than mind expansion by ingesting chemicals.

Realizing that frustration and deep discontent with contemporary living patterns are a widespread characteristic of our times and that contemporary cries depicting the drug problem as new is misleading, we believe it vital to change the main emphasis from DRUGS to the USER.

How often we see society violating the beliefs it preaches: brotherhood, equality and basic honesty with other people. It seems we live in a paradox . . . an oriented society where what one owns and appears to be rather than what one thinks and feels determines his identity. No wonder man at times seeks to escape responsibilities and tensions.

Negative and positive ways of coping with teen problems will be discussed in this unit, and hopefully, youngsters may find satisfaction in other activities and will be less likely to find regular use of drugs appealing. Main emphasis will lie in understanding self by evaluating strengths and weaknesses, setting personal goals and establishing a direction in life. Through their personal realization of worth, energies can be channeled into constructive outlets which will benefit the real world.

BROAD OBJECTIVE: The Students Will Be Made Aware of the Importance of Personality Development in Solving Problems-Emphasis on Drug Abuse.
GRADE 8

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Individual response to problems depend on personality development. Causes of Teen Problems: Conflicts involved in maturation process. How to deal with generation gap existing between self and parents. Realization of one's limitations. Problems concerned with dating and other human relationships. Adjusting to pressures and demands of society. Unsatisfied needs: Need of love and appreciation. Need to experience success. Need of pride in self and realization of worth. Need respect and communication of others. Unrealistic expectations Expect a quick solution to social injustices. Expect perfection in others-realization that in some instances society violates the beliefs it preaches. Poor health and study habits. Inadequate responses to problem-solving. Avoidance of facing problems Blaming others. Rationalizing	Place "What's on your Mind" Question-Suggestion Box in room. Check box often and bring questions up for class discussion. Class discussion concerning problems that may arise between parents and children. Present hypothetical family problems and let students offer. Present following situations and let students discuss special problems that might arise. one-parent family sickness in home foster parents divorced parents sibling rivalry alcoholic parents working parents member of minority group Discuss difference between rationalization and lying. List ways in which people may rationalize in order to meet an uncomfortable situation. Can a problem ever be solved by ignoring it? Give examples.	Resource Book for Drug Abuse Education, National Clearinghouse for Mental Health, Chevy Chase, Maryland 20015 The PTA Magazine, March 1969 Stamford Curriculum Guide for Drug Abuse Education

BROAD OBJECTIVE: The Students Will Be Made Aware of the Importance of Personality Development in Solving Problems-Emphasis on Drug Abuse.
GRADE 8

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Sickness as an escape Abuse of drugs as a form of escape Ignore problem exists Withdrawal Retreating to the past Excessive daydreaming Running away from the problem Becoming anti-social Changing geographical location Overaggressive Behavior Fighting Belittling Negative Reactions Rebelliousness Hostility Being defensive Suicide Abuse of drugs: To meet demands of peer group To cram for tests (amphetamines) To aid weight control To "escape" through sedation or euphoria Desire to experiment As a means of rebellion against authority Positive Responses that Facilitate Maturity Identify real problem Assemble facts or consult informed sources for opinion.	Name some common ways that people attempt to escape problems. How may negative emotional responses be redirected and modified? What are some causes of drug addition? Develop idea that addiction may be brought about accidentally or as a reaction to pressure. Are some personality types more addiction prone than others? Discuss reasons why adolescents would rather seek advice from friends and members of their peer groups than from their parents. Test your own system of values by completing the sentence: I believe that the three most important things in my life are. _____.Why? Make a list of your weaknessess. What is your major fault? Temper? Envy? Rudely blunt? Know it all? Now write your plan for overcoming or controlling this weakness. Make a list of positive and negative traits and discuss how these can be used to develop an attractive personality.	Health for All, Bauer, Jenkins, Shacter, Pounders

BROAD OBJECTIVE: The Students Will Be Made Aware of the Importance of Personality Development in Solving Problems-Emphasis on Drug Abuse.
GRADE 8

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Analyze facts and consider possible solutions and alternatives. Weigh consequences of each solution in terms of short and long range advantages. Make intelligent decision and assume responsibility for that action. Once an intelligent decision is made, have the courage of your conviction.	Invite ex-drug addict to discuss his personal personality traits and how they affected his behavior.	
People who fail to develop positive problem-solving methods may resort to crutches-one of which may involve drugs. Use of drugs may lead to antisocial behavior. Unpredictable and uncontrollable behavior Social barriers resulting from drug abuse Abuse of drugs may lead to criminal activities Purchase, possession and sale of illegal drugs. Possibility of criminal behavior when under drug influence (traffic violations, etc.) Committing criminal acts to maintain drug habit. theft prostitution forging prescriptions.	Bring in news article concerning antisocial behavior resulting from drug abuse. Invite a pharmacist or physician to class to explain connection between drug use and unpredictable behavior. Do you feel that drug abuse should be treated as a crime or as a sickness or both? Define habit. Give examples of habits which are good and habits which are crutches, or nonproductive. Bring in news articles concerning criminal behavior resulting from drug abuse.	Problems of American Society, Drugs, Gerald Leinwand Look magazine, Feb. 23, 1971 "Drugs: A Progress Report" Today's Education, NEA Journal, March 1969, "Students and Drug Abuse"

BROAD OBJECTIVE: The Students Will Be Made Aware of the Importance of Personality Development in Solving Problems-Emphasis on Drug Abuse.
GRADE 8

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
	Write letters to the World Health Organization of United Nations requesting information concerning international regulations pertaining to drug use. Why is this organization interested?	Drug Education for Teachers and Parents, John Imhof
Possible consequences of abusing drugs: Physical-harm to individual and in some cases, others. Psychological Social (main emphasis) Adverse affects on the individual and society. Possible waste of human talent and energy The loss of the user to himself, his family, and society Neglection of family and friends Broken homes Depersonalization of the individual Health Degeneration of Appearance	Discuss lack of uniformity in drug reactions. (Depends on strength and amount of drug, the tolerance level of the individual and the setting.) Discuss differences between psychological and physical dependency. Discuss the adverse effects of drug use on individuals students have known. (No names). How did this man's life change when he became an alcoholic? Did it affect other people? If so, how?	
Positive alternatives to drug abuse as a problem solver: Self evaluation to overcome identity crisis and establish direction	Discuss the question "How would you react if you discovered your parents using drugs? (Other than those prescribed for medical purposes)	

BROAD OBJECTIVE: The Students Will Be Made Aware of the Importance of Personality Development in Solving Problems-Emphasis on Drug Abuse
GRADE 8

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Expansion of self through communication with others Reading Assessment of personal values and goals Development of hobbies and interest: Art, a means of visual self-expression; should be creative, not stereotyped. Sports-an outlet for frustrations and tensions, a channel for achievement and an avenue for developing self-discipline individual sports (lifetime) team sports-development of teamwork and fair play Dancing, relaxation and fun Music Clubs: Band, Girl and Boy Scouts, 4-H, School organizations, Church organizations, etc. Games: chess, bridge, cards Other meaningful responses: Religion Various sources of enjoyment working with younger children visiting older people working in hospitals devoting time to worthwhile organizations, civic, rap houses, special pollution and environmental projects, etc.	What alternatives would you suggest to the use of drugs? Write one page essay describing the person you would like to be ten years from now. Let students make constructive criticisms of the program by writing "In future drug programs, I recommend that _____" As a type of evaluation, let students write a paper concerning "As a result of this program, I have decided that _____."	Look Magazine, Feb. 9, 1971. "Today's Kids: Turning to Jesus, Turning from Drugs"

PHILOSOPHY FOR DRUG PREVENTION IN THE TRANSITIONAL YEARS: GRADE 9

"Turn on, tune in, and freak out" is a slogan of the psychedelic movement which has generated a style of art through posters, songs, and fabric design, creating a "now" generation and an alienation of young people as a separate segment of society. The history of our country has shown that young people's closest ties were with families and neighbors. This is not true today; young people's peers are a major influence. In addition to the visual and aural experimentations sought by the youth of society today is the social problem of drugs which is becoming an integral part of American consumption.

Because of advancements made in "miracle drugs" and the use of them in increasing the average life span and curing or alleviating previously incurable ills and diseases, people are more familiar with drugs. The mass media of television, magazines, and radio enhance the attraction of remedies for insomnia, trivial ailments, and mood-changers as solutions to problems and a quick, easy means to happiness. This trend toward everyday reliance on drugs has "reached down" to our youth, making them ignore the dangers of misusing chemical substances. Is it any wonder our young people feel a need to "fix themselves up?"

The basic key to solving any problem is to understand it. We do not understand the problem of drug abuse. In fact, we adults are barely conversant on the subject. The knowledge of drugs by youth is primarily limited to slang terms of users and pushers. If the size and scope of the present problem is evasive, the potentialities involved can only be guessed at due to the scarcity of empirical research data. The most respected authorities in medicine, law, and the social sciences are in wide disagreement on the most fundamental questions involved. Small wonder that youth is loath to accept the established social order and tends to rebel more generally and more violently than previous generations.

Through the drug education program it is hoped young people may learn to weigh the choices they have concerning drug use and the dangers involved, making them less vunerable to the pressures imposed by the drug-oriented society. The moralistic and fear tactic approach should be avoided and an open, honest approach used, discussing values, reasons, and attitudes so relevant to youth today. Once the facts have been presented, it is hoped constructive attitude changes and an awareness concerning drugs will be the end product of the drug education program.

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BROAD OBJECTIVE: The Awareness of Students to the Legislation and Control of Drugs and Narcotics
GRADE 9

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Legislation and Control of drugs and narcotics. Acts of Congress Harrison Act Marijuana Narcotic Drug and Export Act Control of Synthetic Narcotics (Robertson Amendment) Narcotics Control Act of 1956 Narcotics Manufacturing Act of 1960 Drug Abuse Control Amendment, 1965 Florida Laws International Control Efforts United Nations World Health Organizations	Role-play of individuals who hold different views concerning laws and penalties for improper acquisition and use of drugs and narcotics. Points for discussion: What about the laws concerning drugs? How effective are they? Should they be revised or abolished? Viewpoints to be discussed: There should be no restrictions at all. Legal prohibition of drug use violates an individual's constitutional rights. A few laws are necessary -- such as medical use of drugs. Not enough knowledge of drugs is known to allow unregulated use. The chance that drugs may harm people physically or psychologically cannot afford to be taken. Debate by students on traffic laws, (what would happen if society did not have them) reason and feasibility of curfews, the penalties involved.	Films: Federal Drug Association Special Report - Drug Abuse and Goofballs Post Mortem Marijuana Narcotics - Why Not? The People Next Door A Trip - A Trip to Where? (See bibliography for sources) Pamphlets: The Way is Easy - But No one Knows the Way Out Jointly published free by the Florida District of Kiwanis International and the St. Petersburg Times Christopher News Notes #178 Published by the Christorphers, 12 E. 48th St., Ny, Ny, $1 per 100 copies. $9.00 per 1,000 copies. Laws: Resource Book for Drug Abuse Education, p.61 Alcohol ... Narcotics, State Dept. of Education, 1967 Tallahassee, Fla.

BROAD OBJECTIVE: The Awareness of Students to Causes, Effects, and Possible Prevention of Drug Abuse
GRADE 9

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Causes of Drug Dependence Accidental - as a result of medical treatment Neurotic - "escape" reasons Psychopathic - taken for "kicks"	Collection of articles by students of cases involving accidental drug dependence as a result of medical treatment. Discussion of "tighter" control of Pharmaceutially dispensed medicines. Panel discussions by students as to why teenagers feel the need to "escape" everyday environment. Discussion of persuasion tactics used by teenagers to entice peers into experimentation, the availability of drugs, and the curiosity element involved.	"Deciding About Drugs" Kiwanis Internation 101 E. Erie St. Chicago, Illinois 60611
Effects of Dependence Physical: Loss of self-esteem Loss of appetite Loss of energy Loss of coordination Insomnia Personality: Weakening of character traits Heightening of fear (afraid of being discovered one is taking drugs) Less tolerance to pain Criminal tendencies to support dependence Mental disorders	Have students place a yes, no or ? by the following effects which may occur as a result of taking drugs. ____Increased awareness of one's surrounding ____Mental deterioration ____Greater chance of unfaithfulness to loved ones ____Heightened anxiety ____Greater friendliness ____More love for one's peers ____Withdrawal from society ____Physical deterioration ____Hallucinations ____Uncleanliness ____Damage to future generations	"Drug Abuse: The Chemical Tomb" Effects, Types, Danger of Drugs. Film Distributors International 2223 S. Olive St. Los Angeles, California M.D. Who is Knowledgeable in Drug Abuse "Hide and Seek", Center for Mass Communication of Columbia Univ. Press, 440 W. 110 St. N.Y,N.Y.10025

BROAD OBJECTIVE: The Awareness of Students to Causes, Effects, and Possible Prevention of Drug Abuse
GRADE 9

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Effects of Dependence	____Disorientation of time and space ____Spread of disease ____More susceptible to physical violence Role play by students of scenes of home environment and/or the classroom if a student on drugs begins to show physical and personality effects of drug dependency.	

BROAD OBJECTIVE: The Awareness of Students to Causes, Effects, and Possible Prevention of Drug Abuse
GRADE 9

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Possible Preventions of Dependence Careful choice of friends Development of logical goals and standards Wise use of leisure time Knowledge of dangers of drugs and narcotics when abused Weighing the possible consequences against the reasons for taking drugs.	Viewpoints to be discussed: What are some questions a teenager might ask himself in deciding about drugs? What reason do I have for using a drug? What are the possible consequences if I do? If I cannot find out about its effect on me from a reliable source, why risk it? Discussion of the need for organized youth program or community activities to encourage young people to use leisure time more wisely. Have students write a list of qualities they admire in a friend. Are these realistic? Do they seek friends who will only "go along" with negative behavior patterns? Discussion of problem solving fallacies: Problems are not abnormal, but are normal results of our social arrangements. Many people do not want problems solved. "Getting the facts" will rarely solve a problem because people hold different values and want different outcomes.	"Deciding About Drugs" Kiwanis International Resource person who is involved youth activities to present students with any youth program the county might have or offer suggestions of a feasible program involving young people. "Escape to Nowhere" Film Professional Arts Corp. Universal City, California How to be a Successful Teenager, William C. Menninger, M.D. Cross and Switchblade David Wilkerson Biographical

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BROAD OBJECTIVE: Students Should Be Able to Classify Drugs According to Medical Use, Abuse and Effects
GRADE 9

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Classification of drugs: Narcotics Definitions Emotional addiction Tolerance Opium and derivatives morphine dilaudid demerol heroin paregoric Depressants: phenobarbital, barbital, seconal tranquilizers Source - barbituric acid Medical use - treatment of mental conditions, Hyperthyroidism, anxiety states Abuse and Effects - Tolerance and physical dependence with excessive use. Slurring of speech staggering quarreling Hallucinogens: Mescaline psilocybin LSD - Lysergic acid, diethylamide Model airplane glue Solvents STP DMT	Involve students in research committees to orally report on purpose of drugs: By purpose: Fight disease (antibiotics) Prevent disease (vaccine) Prevent pain (anesthetics) General nutrient (vitamin) Curiosity and "kicks" (LSD and marijuana) Satisfy addiction (Nicotine, alcohol, opium derivatives) Legal availability: Over the counter (liquor and aspirin) Prescription (morphine, tranquilizers) Research only (Marijuana) Illegal in U.S. for a reason (heroin)	Drugs from A to Z: A Dictionary McGraw-Hill Book Company Film: Bennies and Goofballs Precision Film Laboratories Maryland State Dept. of Health "Sniff, Sniff, Sniff" Your Way to Run United Christian Action, Inc. 1705 Gary Rd. Lakeland, Florida 33801

BROAD OBJECTIVE: Students Should be Able to Classify Drugs According to Medical Use, Abuse and Effects
GRADE 9

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Peyote Marijuana Medical use - No known medical use except research Abuse and effects - Euphoric state which may seem mystical. Sounds may be felt, colors tasted, objects take on qualities of pulsation and breathing.		
Antidepressants and Stimulants: Cocaine Amphetamines Caffeine Denzedrine Dexedrine Methedrine Nicotine Tobacco Medicaluse - Used to combat fatigue and sleepiness. Weight control Reduce swelling in nasal passages Abuse and effects - Do not cause physical addiction, but a tolerance is developed to the physical effect.	Encourage open discussion of our society, the pressuresinvolved, which necessitate the need of stimulants and tranquilizers. Are these drugs used as escape mechanisms, for pleasure or medically prescribed? What is the difference between addiction and obsession? Are people addicted to T.V. or obsessed? Are people addicted to coffee, cokes, tea? At what age does the inability to "wake up and get going" in the morning occur?	Fact Sheets Bureau of Narcotics and Dangerous Drugs Supt. of Public Documents U.S. Gov't Printing Office Washington, D.C. 20402

BROAD OBJECTIVE: Students Should be Able to Classify Drugs According to Medical Use, Abuse and Effects

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Can cause high blood pressure, abnormal heart rhythms, and maybe responsible for severe emotional disturbances.		

PHILOSOPHY FOR DRUG PREVENTION IN THE LATE ADOLESCENT YEARS

Most curriculum guides have dealt in depth with methods of Drug Abuse Education at the levels of Kindergarten through the ninth grade. Not much has been written for the young adults at the Senior High School Level, however. This probably stems from the educator's appreciation of the fact that by this age many children have been exposed to the drug education program of their peers in the streets and a feeling of frustration and helplessness overwhelms teachers knowing that often in the classroom an attempt to present a didactic course of instruction will be met with covert or overt hostility. It would be foolish of us to ignore the fact that many of our students have already made up their minds on the subject of Drug Use--either pro or con. It would be unrealistic, too, if we were not aware that some of our students are users.

To initiate a meaningful program at this level requires that we face these facts and yet we must remain aware that these same intelligent, well-educated young people hold the future of our country and our world in their hands. Education has solved many difficult problems before. Certainly this one is no harder than the Calculus or French. For a democracy to function properly its citizenry must be well educated. When confronted with a problem of this sort, no better means of solution can be found than to present the facts as completely as is at our disposal, to eliminate as much fable as is possible, and then to have faith that well-informed individuals will come up with knowledgeable decisions.

In many discussions with young people who are prisoners as a result of the drug scene, with ex-addicts, and with students at the junior and senior high level, the question has often been asked, "What can we as teachers do?" The universal response has been "get close to the student. Make him know you care." Too often when the student has become involved, he feels he can't discuss his problem at home with his parents or with any other adult. They

have conveyed the image of too many of us being concerned only with the subject area we teach rather than with the student as a whole human being. We as teachers can find many excuses for the situation having reached this stage and justify our position. Perhaps we must, however, accept the criticism and at least in this area of education be sure that the teacher who will be in the classroom for the purpose of Drug Education is the most vital cog in determining the success or failure of the program. The teacher must be the friend, the leader and the mentor. The teacher should be able to relax somewhat in the face of many confidences which will be shared with her when she has read the state regulations concerning her legal responsibilities and liabilities in this matter.

Many of the senior high school students who you will teach this year will be able to vote for the first time. All will in a year or so. The responsibilities and privileges associated with this right are closely related to the responsibilities of reaching a well-informed decision on drugs. As we are well aware, the abuse of drugs is one aspect of the many social problems that our country is confronted with at this time. It should be viewed in this overall context. The teacher and parent should also be aware of experimentation being a part of adolescence and try at all times to guide and direct this curiosity into healthy channels. The evolution of a strong sense of self-value and self-worth in moral, intellectual and physical areas will be the students' greatest defense against self-destructive activities. We should try at all times to encourage the growth of the particular talent the student possesses.

Emphasis on positive, optimistic approaches toward the problem under consideration with rewards for good rather than punishment for bad will help us solve this difficult problem.

This curriculum guide is the first step in our attempt to eliminate drug abuse from our community. We appreciate that it is a sparse outline and anticipate that feedback from all of you will enable us to enlarge it, broaden its vision and be more detailed at each grade level next year.

The young adults who have given invaluable assistance in the development of this curriculum ask that the factual portion of the medical, psychiatric and legal material be presented by experts in the field. New films only and information from scientific periodicals are requisites as well in order to preserve credibility.

At this age level student involvement, participation and community action should be the key methods for a successful program.

Since all students need to be exposed to the specifics on the individual drugs, their dangers, and the laws covering their use and abuse, it is strongly recommended that the detailed curriculum of the tenth grade be used at all levels in this first year.

Evaluation of this curriculum will best be evidenced by the degree of student interest and participation. A long-range evaluation would be accomplished by a statistical survey of use now as opposed to several years from now. It is recommended that each communication group keep a copy of their decision reached by consensus at the end of each activity. This could be submitted and filed by the teacher and examined by the group at the end of the course.

BROAD OBJECTIVE: Drugs Have Been Used By Man for Thousands of Years
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Historical Development Drugs of Ancient Cultures (see accompanying chart) Dates of historical significance As far back as 2700 B.C. marijuana was known to the Chinese In 500 B.C. the Scythians were reported using marijuana Opium was known to the Egyptians as far back as 1500 B.C. Hippocrates "the father of medicine" recommended the use of the "juice of the white poppy", (opium) as a treatment for a number of sicknesses. In Homer's "Odyssey" reference is made to a substance thought to be opium in the 9th century B.C.	Tell how early man used marijuana, opium, and alcohol as one attempt to overcome his problems. Have students develop a time line illustrating the use of drugs. In all the history of opium, marijuana, or alcohol. Which ones are apt to be smuggled into the country. Write the U.S. Customs Bureau to obtain information about measures to prevent smuggling of drugs and for incidences of drug smuggling. Involve resource persons for a discussion of the legal controls on opium which have been instituted over the years. Encourage students with a literary inclination to report on stories, books, and biographies which may have meaningful information on opium and its use. Stories with an oriental setting might be investigated for information.	Filmstrip: Narcotics, Background Information, Eye Gate House, Inc. Filmstrip: Drugs in Our Society, Filmstrips 4 and 5, Cathedral Filmstrips. Cashman, John, The LSD Story, pp.14-28. Drug Abuse: Escape to Nowhere, NEA, pp.15-25. Alcohol and Narcotics Education - A Handbook for Teachers, Florida State Department of Education, 1967
In the 12th century A.D. opium used as a source of pleasure and medication. Also, used extensively as a product in trade among countries.	Encourage small group discussion on a topic related to "Narcotics as a Source of Trade" in which opiates can be traced in the world market and to explain their spread.	Rhode Island Drug Abuse Curriculum, National Clearinghouse for Drug Abuse Information.

BROAD OBJECTIVE: Drugs Have Been Used By Man for Thousands of Years
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
By 1800's opium used worldwide. The opium trade resulted in a war between France and England and a cause of the "Opium Wars" of 1836 and 1865 between England and China. Discovery of morphine (1805) and codeine (1832) compounded the problems of opium addiction. Invention of hypodermic needle influence spread of narcotic addiction (1843). Heroin synthesized in 1898. Indians in Mexico were using a triad of plants - teonanacatl, oboliuqui, and peyote for mind altering before the Spaniards arrived in Mexico. The hallucinogenic alholoid mescaline was isolated from peyote in 1836. 1950's the hallucinogenic alkaloid psyilocybin was isolated from the teonanacatl mushroom. Mind altering properties of LSD were observed for the first time in 1938. Lack of medical knowledge and the lack of laws governing drug control led to early drug abuse.	Involve students in research on the historical developments and synthesizing of the various drugs discussed.	Drug Abuse Education, American Pharmaceutical Association, pp.26-33. Teaching About Drugs: A Curriculum Guide, K-12, American School Health Association, pp. 117-135. You and Narcotics, Dr. Gilbert Shevlin, Ramapo House Publishers, pp 11-16. Drugs from A to Z: A Dictionary, Richard R. Lingeman, McGraw-Hill.

BROAD OBJECTIVE: Drugs Have Been Used By Man for Thousands of Years
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Incidence of drug abuse has risen in the 20th century. Early uses of Drugs Opium to induce intoxication during religious rites to induce sleep to relieve pain for cough and diarrhea to treat hysteria to provide escape from reality	Student report on the use of narcotics as part of a religious ceremony.	Dade County Drug Abuse Curriculum Guide, 1969, pp 22-23
Marijuana to prepare warriors for battle to produce euphoria as a medicine to detach worshippers from reality	Report on the preparation of warriors for battle under the influence of drugs.	Drug Addiction: Physiological, Psychological and Sociological Aspects, by David Ausubel, M.D. Ph.D., p. 95, pp 57-63.
Early use of drugs in America Opium was advocated by Dr. Benjamin Rush (a signer of the Declaration of Independence) for typhus fever. Opium eating probably encouraged by such works as de Quincy's Confessions of an Opium Eater. For medical reasons opium was used; there was no control of opium preparations and the practice of self-medication abounded.	Use law enforcement officials to discuss the development of drug abuse laws in America.	Marijuana by E.R. Bloomquist, M.D. p. 17-33.

BROAD OBJECTIVE: Drugs Have Been Used by Man for Thousands of Years
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Opium and morphine were used extensively during the Civil War that addiction was known as the "army disease". Marijuana was introduced into the United States by Mexican laborers. Peyote was called "flesh of the gods", and rituals involving the peyote cauters spread among the Aztecs and into the United States where it was used by the Apaches, the Omahas, the Kiowas, and the Comanches. Alcohol was used as a medicine, anesthetic and for drunkenness.	Post test to determine the degree of achievement for this unit. Test should be a learning device-not as a grade in itself.	

BROAD OBJECTIVE: The Student Will Learn to Classify the Drugs Which are Commonly Abused Today.
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
The Opiates and Cocaine Opium Medical Value Medical problems associated with the drug. dependence tolerance abuse manner used controls Morphine Medical value Medical problems associated with the drug. dependence tolerance abuse manner used controls Heroin Medical value Medical problems associated with the drug dependence tolerance abuse manner used controls Codeine Medical value Medical problems associated with the drug dependence tolerance abuse	Films Student Research Student presentation Discussion groups Experts - Medical Psychiatric An ex-addict with first hand experience can perhaps present most forcefully the dangers involved in experimentation.	Stanford Curriculum Guide on Drug Abuse, J.G. Ferguson Publishing Co. You and Narcotics - Shenlin Ramapo House, 1970 p 35 Film- Flowers of Darkness 1968 Narrated by Paul Newman State of Florida Dept. of Education Bureau of Curriculum & Instruction. Resource Book for Drug Abuse Ed. N.I.M.H. p.36, p.45 Teaching About Drugs, A Curriculum Guide K-12 Narcotics p. 156 The 2 Worlds of Linda, Fitzpatrick Chap. 4 from Problems in Am. Society

BROAD OBJECTIVE: The Student will learn to classify the Drugs Which are Commonly Abused Today
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
manner used controls Paregoric Medical value Medical problems associated with the drug dependence tolerance abuse manner used controls Demeral Medical value Medical problems associated with the drug dependence tolerance abuse manner used controls Methadoine Medical value Medical problems associated with the drug dependence tolerance abuse manner used controls Cocaine Medical value Medical problems associated with the drug dependence tolerance		

BROAD OBJECTIVE: The Student will Learn to Classify the Drugs Which are Commonly Abused Today
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
abuse manner used controls		
Barbiturates Medical value Medical problems associated with the drug dependence tolerance abuse manner in which it is used controls	Physician to speak on the pharmacology and pathology of the "uppers" and "downers" Pharmacist to discuss the Availibility of these Drugs Role playing - good drug (use effect) vs bad drug (use effect) Cross Word puzzle - jargan effects Flash cards	Stamford Curriculum Guid for Drug Abuse, J.G. Ferguson Publishing Co. 1971 p.50 You and Narcotics - Shevlin Chap 7 p. 48 Resource Book for Drug Education p. 39-41 Barbiturates and Amphetamines U.W.F. Drug Abuse Seminar Vickers & Birdwell M.D. Drugs from A to Z - A Dictionary, Lingeman, Richard R. barbiturates p.15 Teaching About Drugs - A Curriculum Guide K-12 Am. School Health Ass'n. Depressant p.149

BROAD OBJECTIVE: The Student Will Learn to Classify the Drugs Which are Commonly Abused Today.
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Amphetamines Medical value Medical problems associated with the drug dependence tolerance abuse manner in which it is used controls	Ex-users - Agape House-Pensacola Rap House-Valparaiso local Scrap book - clipping and summaries of television specials films photo articles from periodicals newspapers scientific reports	Stamford Curriculum Guide, J. G. Ferguson, 1971 You and Narcotics - Shenlin Ramapo House Chap. 8 p.58 Resource Book for Drug Abuse Education. National Clearinghouse for Mental Health Information Public Health Service #1964 Sup't of Documents U.S. Govt Printing Office pp. 42-53 Drugs from A-Z, Lingeman, pp 4-8 pp. 250-276
Hallucinagens LSD history forms in which sold physical effects psychological effects Mescaline (Peyote) origin, source form physical effects psychological effects Psilocyhin origin, source form physical effects psychological effects	Resource people to discuss the "bad trip" and its effects. Physicians or emergency room or Rap House members	Films - The Mind Benders, Nat'l Medical Audio Visual Center Chamblee, Ga. 3005 LSD-Eglin Air Force Base Film Library LeHuiv vs Learey The Peyote Cult - LaBorre Shoe String Press, 1964

BROAD OBJECTIVE: The Student Will Learn to Classify the Drugs Which are Commonly Abused Today
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
DMT (dimethyltryptamine) origin, source form physical effects psychological effects STP & morning glory seeds		Individual Pamphlets Supt. of Documents U.S. Govt. Printing Office LSD - # 1828 $5.50/100 Narcotics #1827 $3.25/100 Sedatives #2098 $5.50/100 Stimulants #2097 $6.75/100 Marijuana #1829 $3.75/100 Up & Down Drugs #1830 $3.25/100 Catalogues United Christian Action Suite 411 1230 Hendricks Ave. Jacksonville, Fla. 32207 The Christophers - 12 E. 48th St. N.Y. 10017 You and Narcotics - Shevlin Chap 9 The Hallucinogens p.67
Marijuana medical value dependence tolerance abuse manner in which it is used controls - legal social	Present pro & anti material Student Debate Resource expert from medicine psychology presenting all facts.	Stamford Curriculum Guide for Drug Abuse, J.G. Ferguson Publishing Co. 1971 p.48 Doctor What About Marijuana- Lehmann - Readers Digest Reprint Drug Abuse - Escape to Nowhere Smith, Kline, French pp 39-40 You Can't Grow a Green Plant in a Closet (Film) 1970 Owned by Operation Prevention.

BROAD OBJECTIVE: The student Will Learn to Classify the Drugs Which are Commonly Abused Today.
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Marijuana		Marijuana (CBS report) 1968 Booklet 99 Films on Drugs The State Of Fla. Dept of Education Bureau of Curriculum & Instruction Handbook for Teachers Alcohol-Narcotics Education State Dept of Education Tallahassee, Fla. American Medical Association Journal You and Narcotics, Dr. Gilbert Shenlin Drug Education for Teachers & Parents, John Imhof Research Report: THC - The Chemistry of Marijuana NET Film Service Indiana U. Audio- Visual Center, Bloomington, Ind. Photos pp. 61-65 Teaching About Drugs A Curriculum Guide American School Health Association

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BROAD OBJECTIVE: The Student Will Learn to Recognize Drugs Which Are Being Abused Today
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Marijuana plant seeds leaf odor LSD colorless odorless tasteless many forms sold Other Hallucinagens Uppers and Downers The Apiates Cocaine	Narcotics Agent with samples of real drugs.	77 Slides - Pharmaceutical 35 mm Manufacturers Ass'n 1155 15th St. N.W. Wash., D.C. 20005 United Christian Action-Kit with leaf and tablet to burn and simulate odor Photos (Pharmacists (Physicians Catalogue of Drugs (Pharmacuetical Manufacturers Assn. (Teaching About Drugs Curriculum K-12 Appendix of guide

BROAD OBJECTIVE: The Legal Aspects of Drug Control Include Both Protection and Penalty.
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Laws Pertaining to Drug Abuse Federal Harrison Narcotic Act (1914) Narcotic Drugs Import and Export Act (1922) Marijuana Tax Act (1937) Opium Poppy Control Act (1942) Boggs Act (1951) Narcotic Control Act (1956) Narcotics Manufacturing Act (1960) Drug Abuse Control Amendments of 1965 The Comprehensive Drug Abuse Prevention and Control Act of 1970	Involve students in researching the background, the actual content of the laws, and their effectiveness. Include any acts of more recent origin Teacher-student discussion on the concept of law. Word association exercise on "law". Have students prepare a variety of handouts on drugs, laws, enforcement agencies, etc.	Drug Abuse, A Source Book and Guide for Teachers, California State Department of Education, Sacramento, pp. 57-60. Eldridge, W. B., Narcotics and the Law, New York University Press (Distributor), New York, 1962 Siragusa, C., The Trail of the Poppy, Behind the Mash of the Mafia, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1966
State Narcotics Stimulants and Depressants Glue sniffing LSD - 25 Marijuana	Draw a comparison of federal and state laws. Resource persons on legal aspects - lawyer, judge, etc. - to inform of current laws.	
International United Nations World Health Organizations Interpol (International Criminal Police)	Involve the students in researching the activities of the World Health Organization for international control of drug abuse. Encourage them to present panel discussions, oral report written reports, or any other vehicle can be employed to present the material.	The United Nations and Narcotic Drugs, The United Nations International Cooperation in Control, New York.

BROAD OBJECTIVE: The Legal Aspects of Drug Control Include Both Protection and Penalty
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Penalties Federal Narcotic drugs Stimulants Sedatives LSD - 25 Marijuana State Narcotics Stimulants and Depressants Glue sniffing LSD and other hallucinogenic drugs Marijuana	"Boys in Blue" - a group of ex-drug users new in Apalachee Correctional Institution may be used for their testimonials and for their musical ability. Have students conduct a mock trial based on real cases.	Resource Book for Drug Abuse Education, National Clearinghouse for Mental Health Information, pp. 59-61, and introduction. Film: You Can't Grow a Green Plant in a Closet, Z.I.P. Film Distributors, Sauselito, Calif. Office of Public Information, International Control of Narcotic Drugs, United Nations, New York Drug Abuse: A Manual for Law Enforcement Officers, Smith, Kline, and French Laboratories, pp. 17-54 Drug Abuse: The Chemical Cop-Out, National Association of Blue-Shield Plan, pp 32-36
Enforcement Agencies Federal Federal Bureau of Narcotics and Dangerous Drugs Food and Drug Administration Bureau of Customs State Department State Florida State Board of Health through Bureau of Narcotics Various State and local law enforcement agencies Attorney General of Florida	Resource person to discuss the working of his particular enforcement agency in the control of drug traffic.	Drug Abuse - Escape to Nowhere, NEA, p. 81. Drug Abuse - A Source Book and Guide for Teachers, pp. 57-60

BROAD OBJECTIVE: The Legal Aspects of Drug Control Include Both Protection and Penalty
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Rehabilitation Facilities U.S. Public Health Service Hospitals: Lexington, Kentucky; and Fort Worth, Texas. State, city, and private hospitals. Community "rap" houses	Discuss Synanon, Halfway Houses, Day Top Lodge, Narcotics Anonymous, Methadone clinics, and the British System of rehabilitation. Resource person to discuss rehabilitation facilities within your community, i.e., Agape House, etc.	Robinson, M. Nyswander. The Drug Addict as Patient. Grune and Stratton, New York, 1956. Abramson, Harold, Use of LSD in Psychotherapy and Alcoholism. New York: Bobbs-Merrill, 1967 Yablonsky, L. The Tunnel Back: Synanon, Macmillan Co., New York, 1965 Wakefield, Dan (editor), The Addict, pp. 20-42 Film: The Law: How Effective is it? 1968, NET Film Service, Indiana University, Audio-Visual Center, Bloomington, Indiana 47401
Effectiveness of the legal approach is complicated by many factors and considerations. Economic Conditions. Extensiveness of the production of tobacco and alcohol. Scope and extent of advertising non-prescription products through magazines, T.V., etc. Importance and necessity of the production of legitimate medication. Many drugs that are illegal in the United States are available and legal in other parts of the world.	Group discussion on the effects of mass media advertising of non-prescription drugs on the general public. Also, discuss the use of non-prescription drugs. When are they necessary? How should they be used? etc.	

BROAD OBJECTIVE: The Legal Aspects of Drug Control Include Both Protection and Penalty
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Social acceptance of certain substances Tobacco Alcohol non-prescription medicines Illicit Trade in drugs Black market Smuggling Theft from manufacturer, distributor or medical source Unauthorized distributors Counterfeit Manufacturers Profit motive Falsification of prescriptions and drug orders Difficulties encountered in attempting to enforce drug control measures. Lack of world-wide uniform restrictions Lack of uniform state laws Insufficient number of enforcement officers Overseverity of penalties for some offenses Tendency of families and friends to shelter and protect rather than to seek help Popularity of drugs in spite of laws against use Reluctance of courts to prosecute Reluctance of people to report violations of friends	Role play action that should be taken if one is approached by a stranger to purchase or use an unknown substance, if by a friend. Discussion question: The profit motive vs. social conscience. Explain what each means, how they relate, how the two could be rationalized, etc. Compare drug laws of various states to see how they differ. Group discussion on the hypocrisy students see in the enforcement of drug laws. Analyze and evaluate why families and friends shelter a drug user, e.g., an alcoholic. Have students develop their plan for narcotic and drug abuse control.	Filmstrip: You and the Law, Guidance Associates, Harcourt, Brace and World, Pleasantville, N.Y 10570

BROAD OBJECTIVE: The Legal Aspects of Drug Control Include Both Protection and Penalty
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Laws and enforcement agencies are not in themselves adequate for making drug control effective. Need for education Need for communication among the generations Need for citizens' cooperation in observing and supporting the laws. Desirability of better observance and enforcement of laws. A lack of knowledge about pharmacology, medicine, and biochemistry hinders drug control.	Have students prepare and discuss a plan for effective education against drug abuse. At what age should it begin? Role play a parent confronting his child who he feels is using drugs. Do they communicate or just talk? Responsible citizenship vs. "Social drop out" --- good topic for discussion.	Cohen, Sidney. The Drug Dilemma, McGraw-Hill, New York, 1968 Adolescence as Adults, Blue-Cross - Blue-Shield Resource Book for Drug Abuse Education, National Clearinghouse for Mental Health Information, "Communicating about Drugs" by Helen Nowlis, Ph.D. pp. 8-10, and "Communicating with Youth" by Joseph Maloney, Ph.D., pp. 11-13. Schur, Edwin M. Crimes Without Victims: Deviant Behavior and Public Policy, Prentice-Hall, Englewood Cliffs, N.J. 1965

BROAD OBJECTIVE: The Socio-Psychological Aspects of Drug Abuse Affects the Individual, Family and Society.
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Individual (Waste of human talent, energy, and health) Determined to good health practices Organic damage Aggravation of existing health problems Marking of signs and symptons of diseases Malnutrition Harmful tolerance Dependence Withdrawal symptons Harmful types of effects: synergistic; additive; cumulative. Death Can create psychological problems Depression Hallucinations: unpredictable, recurrent Psychoses: temporary or permanent Loss of self-esteem Aberrant behavior Dependence Often Leads to Social problems Rejections by family and friend Effects upon future job opportunities Academic failure Inescapable association with dealers and pushers Criminal activities performed to obtain money for purchase of drugs.	Students read in the literature on the problem and make reports on pertinent information and topics. Group discussion on good health practices. Medical doctor to discuss health and drugs. Small group discussion on the problems in this unit with much student interaction should be emphasized. Film Ex-Addict to discuss the problems a drug addict faces in society.	Cashman, John, The LSD Story, Fawcett Publications, Greenwich, Conn., 1966, pp. 105-114. Drug Abuse: The Chemical Cop-Out, National Association of Blue Shield Plans, April, 1965 . (Student) Houser, Norman W. Drugs, Facts on Their Use and Abuse, Scott, Foresman and Company, Glenview, Illinois, 1969 pp. 41-46. Vogel, Victor H. M.D. and Virginia E. Vogel, Facts About Narcotics and Other Dangerous Drugs, Science Research Associates, Inc. 259 East Eve Street, Chicago, Illinois, 1967 pp. 32-34 Wakefield, Dan (editor), The Addict, Fawcett Publications, Inc. Greenwich, Conn., 1963 Cohen, Sidney, The Drug Dilemma, McGraw-Hill Book Co., 330 W. 42nd St., New York, N.Y.

BROAD OBJECTIVE: The Socio-Psychological Aspects of Drug Abuse Affects the Individual, Family and Society.
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Heightened subceptibility to accidents Loss of income Loss of interest and motivation Limited employment opportunities	Role - playing Socio-Drama Have students collect news items that pertain to the problem and prepare a bulletin board.	Drug Abuse: Escape to Nowhere, Smith, Kline and French Laboratories National Education Assn., 1201 Sixteenth St., N.W. Washington, D.C.
Family (Destruction of personal and family relationships) Family relations are strained Parent-child conflicts Distrust and suspicion Insecurity Lack of communication Material things rather than understanding Loss of income Criminal involvement Loss of certain rights under drug conviction Be refused civil service employment. Be denied a passport Be refused admission to a state university Lose his citizenship Lose the right to vote Be disqualified from candidacy for political office Have legal inability to enter contracts Be arrested for failure to register as a convicted felon	Students should prepare a list of role situations to act out. Family conflicts and the better understanding between family members should be the main emphasis.	Drug Dependence, National Clearinghouse for Mental Health Information National Institute of Mental Health 5454 Wisconsin Ave., Chevy Chase, Md., 20015. Drug Abuse: The Empty Life, Smith Kline and French Laboratories, Philadelphia, Pa. 19109 (Student) Louria, Donald, The Drug Scene, McGraw-Hill Book Co., 330 W. 42nd St., New York, N.Y. Kreig, Margaret, Black Market Medicine, Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (student) Decision, Suffolh Educational Center, Stony Brook, N.Y., 11790 (Student)

BROAD OBJECTIVE: The Socio-Psychological Aspects of Drug Abuse Affects the Individual, Family and Society.
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
with the police. Heavy family expenses for legal fees, medical and psychiatric care and rehabilitation Possible genetic effects Family pride hurt when associated with the notoriety of drug abuse. Usually family anguish, separation or break-up when a member becomes involved.	Discuss the dilemma a person would face if denied the rights of a citizen when convicted of a felony.	Slide Resource Kit: Drug Abuse Education and Information, Bureau of Narcotics and Dangerous Drugs, U.S. Department of Justice, Washington, D.C. 20537 (Student) Directory: National Coordinating Council on Drug Abuse Education and Information, P. O. Box 19400, Washington, D.C. 20036 Someone Close to You is On Drugs, New York City Drug Addiction Services Agencies, 71 Worth St., New York, N.Y. 10013 (Student)
Society Drug Abuse is a traffic hazard "Dropouts from society" - no longer making contributions Welfare, treatment, and rehabilitation costly Property loss great in drug related thefts, robberies and accidents Many cases of mental illness brought on by drug abuse Some addicts become "pushers" selling drugs to support their habit. The maladjusted drug abuser frequently enters the "turned on", "dropped out" world-a sub whicn	Read the literature Films Roleplaying Small group discussions	Films: World of the Weed, NET Film Service, Indiana University, Audio-Visual Center, Bloomington, Indiana Escape to Nowhere, Professional Arts, Inc. P.O. Box 8484, Universal City, California 91608 The District Drummer, National Institute of Mental Health, Drug Abuse Film Collection. The Circle, McGraw-Hill Films, Highstown, New Jersey 08520.

BROAD OBJECTIVE: The Socio-Psychological Aspects of Drug Abuse Affects the Individual, Family and Society.
GRADE 10

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
has left a legacy for the "straight society" of illegitemacy, non-productiveness, welfare dependency, disease, ignorance and lack of productive skills. Law enforcement and trial costly burden for society. Rehabilitation costly and percentage of success very minute. Conviction that our society is "a pill-oriented culture" 	The following material is good topic of discussion: "Out Drug-oriented Culture" - what happened. Sleeping pill -taken at bedtime. Woke up with a cold - took nose drops Started coughing - took throat lozenges. By noon still felt under the weather, tired of friend's multi-purpose flu remedy Before dinner diet pill After dinner ulcer pill Went to party - had a few drinks Early morning fishing trip - took motion sickness pill dramamine (brand name) which is antihistamine. By mid-day tired - drink a few beers Driving home - fell asleep. John had a crash. Autopsy showed overdose of drugs. Summaration - taken independently under medical supervision, these drugs may be useful. Taken in combinations these drugs may lethal.	Fight or Flight, J and F Productions, Inc., Suite 700, 1401 Walnut Street, Phila, Pa. 19102 Tacoma, Washington Curriculum Guide, pp. 5-6 (Senior High)

Evaluation:

1. What is meant by the term drug abuse?
   What are some dangers of drug abuse?
   Define the terms

fix	hooked
cold turkey	speed

2. Classify the following drugs/substances

Drug/substance	Classification	Effects	Duration
Glue			
Marijuana			
Cocaine			
LSD			
Heroin			
Amphetamines			
Opium			
Barbiturates			
Alcohol			

3. List medical uses (if any) of the following drugs/substances.

Drug/substance	Legitimate Medical Use
Amphetamines	
Barbiturates	
Glue	
LSD	
Marijuana	
Heroin	
Cocaine	
Opium	
Alcohol	

4. Write the name of the substance which applies to the following statements. Select the substance name from the following: opium, barbiturates, marijuana, amphetamines, LSD, cocaine. More than one answer may apply.

   a. reduction of pain
   b. loss of appetite
   c. increased blood pressure
   d. muscular trembling
   e. produces visual hallucination
   f. does not produce physical dependence
   g. induces sleep and retards heart beat
   h. does not develop tolerance
   i. one trip may produce permanent personality change
   j. produces tension and boisterousness

5. Match the class with substance

A. Narcotic
B. Stimulant
C. Depressant (sedative)
D. Hallucinogen
E. Solvent

_____ 1. opium
_____ 2. glue
_____ 3. marijuana
_____ 4. caffeine
_____ 5. phenobarbitol
_____ 6. methadone
_____ 7. codeine
_____ 8. LSD
_____ 9. alcohol
_____10. demerol
_____11. librium
_____12. cocaine
_____13. morning glory seeds
_____14. heroin
_____15. amphetamine
_____16. mescaline
_____17. barbiturates
_____18. gasoline
_____19. morphine
_____20. psilocybin
_____21. paint thinner
_____22. secobarbital
_____23. STP
_____24. lighter fluid
_____25. methamphetamine

The Comprehensive Drug Abuse Prevention and Control Act of 1970

DRUG/SUBSTANCE	PENALTY/1ST OFFENSE	2ND AND SUBSEQUENT OFFENSES	COMMENTS
I. NARCOTICS			
a) Possession	Maximum fine $5,000 and/or 1 year imprisonment	Maximum fine $10,000 and/or 3 years imprisonment.	
b) Unlawful Distribution	$25,000 maximum fine and/or 15 years, with a 3 year special parole term required	Twice that otherwise authorized and a 6 year special parole term required	Penalty may vary according to the abuse potential of the drug involved.
c) Unlawful Distribution to a minor	Up to 30 years imprisonment	45 years and/or a fine twice that otherwise authorized	
d) Involved in Criminal Enterprise	Imprisonment of 10 years to life, and a $100,000 fine and forfeiture of all profits gained from enterprise	20 years to life, $200,000 fine, and forfeiture of profits	
II. STIMULANTS			
a) Possession	1 year and/or $5,000	Double	
b) Unlawful Distribution	Up to 5 years and/or maximum $15,000 fine and special 2 year special parole term	Double	Cocaine considered a narcotic and subject to stiffer penalties
c) Unlawful Distribution to a minor	Twice that otherwise authorized	Double	
d) Criminal Enterprise	10 years to life, maximum $100,000 fine and forfeiture of profits	Double	
III. SEDATIVES			
a) Possession	1 year and/or $5,000	Double	
b) Unlawful Distribution	Up to 5 years and/or maximum $15,000 fine and special 2 year parole term	Double	
c) Unlawful Distribution to a minor	Twice that otherwise authorized		
d) Criminal Enterprise	10 years to life, maximum $100,000 fine and forfeiture or profits	Double	

The Comprehensive Drug Abuse Prevention and Control Act of 1970

DRUG/SUBSTANCE	PENALTY/1ST OFFENSE	2ND AND SUBSEQUENT OFFENSES	COMMENTS
IV. LSD			
a) Possession	$5,000 fine and/or 1 year. Under 21 may be placed on probation	3 years or $10,000 maximum fine.	For a first offense, a person may be placed on probation. If he meets requirements of probation his conviction is erased from official criminal records
b) Unlawful Distribution	5 years and/or $15,000 maximum fine with 2 years special parole term required	Double	
c) Unlawful Distribution to a minor	Imprisonment and/or fine twice that otherwise authorized		
d) Criminal Enterprise	10 years to life, maximum $100,000 fine and forfeiture of profits	20 years to life, $200,000 fine and forfeiture of profits	
V. MARIJUANA			
a) Possession	1 year and/or $5,000 maximum fine	3 years and/or $10,000 fine	Possessing or giving away marijuana is a misdemeanor instead of a felony, and minimum mandatory penalties for such offenses are abolished. However, the penalties remain heavy.
b) Unlawful Distribution	1 year and/or $5,000 maximum fine	3 years and/or $10,000 fine	
c) Unlawful Distribution to a minor	10 years and/or $30,000 fine	15 years and/or $45,000 fine	If under 21 and a first offense, he may be placed on probation in lieu of sentencing and the official record of his arrest, trial and conviction may be erased after satisfactory completion of probation.
d) Criminal Enterprise	10 years to life, maximum $100,000 fine and forfeiture of profits	20 years to life, maximum $200,000 fine and forfeiture of profits	

FLORIDA STATE LAW

Crime		
Possession	Amphetamines	$1,000 fine or 2 years or both
	Barbituates	$1,000 fine or 2 years or both
	Marijuana	First offense a misdemeanor, provided less than 5 grams of cannabis. Penalty - 1 year and/or $1,000 fine in county jail.
	LSD	$1,000 fine or 2 years or both
	Cocaine	$5,000 fine or 5 years or both
	Heroin	$5,000 fine or 5 years or both
	Volatile Substances	$5,00 fine or 6 months or both
Selling	Amphetamines	Same as possession
	Barbituates	Same as possession
	Marijuana	If sold to someone under 21, $10,000 fine and/or 5 years to life.
	LSD	Same as possession
	Cocaine	$10,000 and/or 10 years; if sold to a minor $10,000 and/or 5 years to life.
	Heroin	$10,000 and/or 10 years; if sold to a minor $10,000 and/or 5 years to life.
	Volatile Substances	Same as possession

ERIC

DRUGS OF ANCIENT CULTURES

CULTURE	DRUG NAME	PLANT SOURCE	EARLY USE	CURRENTLY ABUSED YES	CURRENTLY ABUSED NO	CURRENT LEGITIMATE MEDICAL USE
EGYPT	Castor oil	Castor	Laxative		X	Laxative
	Poppy seed juice	Opium poppy	For crying babies	X		Morphine-for pain relief Codeine-for pain and coughing
	Mercury	-------	Skin diseases		X	In some skin ointments
GREECE	Squill	Squill	Heart stimulant			?
	Silphium	Silphium	Cathartic			?
	Autumn crocus	Autumn crocus	Gout		X	Colchicine (from crocus)-for gout and arthritis
	Willow bark	Willow tree	Reduce fever		X	None
ROME	Autumn crocus (or meadow saffron)	Autumn crocus	Gout		X	Colchicine (from crocus)-for gout and arthritis
	Alcohol	--------		X		Disinfectant In cough medicines
CHINA	Ephedrin	Ephedra sinica	Lung ailments			Asthma and allergies
	Marijuana	Cannabis	Gout, Malaria, Rheumatism, Arthritis, Anesthetic, Constipation, Absent-mindedness, Euphoria		X	None

DRUGS OF ANCIENT CULTURES (CONT'D)

CULTURE	DRUG NAME	PLANT SOURCE	EARLY USE	CURRENTLY ABUSED YES	CURRENTLY ABUSED NO	CURRENT LEGITIMATE MEDICAL USE
PERU	Cocaine Cinchona (quinine)	Coca Cinchona	Chewed by priests Malaria	X	X	Local anesthetic in dentistry Malaria
BABYLONIA	Belladonna	Belladonna	To stop coughing	X		Muscle relaxant
INDIA	Marijuana	Marijuana	As a medicine	X		None

CONCEPT III

Senior High School

Survey

1. "Drug and substance abuse may be defined as taking drugs or using substances under the following conditions:

   a. in amounts sufficient to create a hazard to his own health or to the safety of the community; or

   b. when he obtains drugs through illicit channels; or

   c. when he takes drugs on his own initiative rather than on the basis of professional advice."*

   *Report of the Task Force on Addictions, State of New York Department of Mental Hygiene.

2. Answers will vary.

3. Definitions:

   fix - an injection of narcotics

   cold turkey - sudden drug withdrawal

   hooked - addicted

   speed - nickname for methamphetamine

Learning Activities

1. Classify the following drugs/substances by writing one of the following words in the second column: narcotic, stimulant, depressant, hallucinogen, solvent. Then cite physical effects of each and duration of the effect.

DRUG/SUBSTANCE	CLASSIFICATION	EFFECTS*	DURATION*
Glue	solvent	intoxication	30 min. - 2 hrs.
Marijuana	hallucinogen	euphoria	4 hours
Cocaine	stimulant	euphoria	4 hours
LSD	hallucinogen	sense distortion, exhilaration	10 hours
Heroin	narcotic	euphoria drowsiness	4 hours
Amphetamines	stimulant	alertness activeness	4 hours
Opium	narcotic	euphoria	2-4 hours
Barbiturates	depressant	euphoria	4 hours
Alcohol	depressant	sense alteration	1-4 hours

*Effects and duration will be conditioned by dosage and method of administration.

2. List medical uses (if any) of the following drugs/substances:

DRUG/SUBSTANCE	LEGITIMATE MEDICAL USE
Amphetamines	Relieve mild depression, appetite control
Barbiturates	Sedation, high blood pressure, epilepsy
Glue	None
LSD-25	Research only
Marijuana	Research only
Heroin	Pain relief
Cocaine	Local anesthesia
Opium	None**
Alcohol	Solvent, antiseptic

**Alcohol extracts of opium are used medically; the alkaloids are the pharmacologically active principles in opium; the two most important of these alkaloids are morphine and codeine.

Assessment

A. 1. Reduction of pain - Opium

2. Loss of appetite - Amphetamines

3. Increased blood pressure - Amphetamines

4. Muscular trembling - Barbiturates

5. Produces visual hallucinations - LSD/ possibly marijuana

6. Does not produce physical dependence - LSD/ marijuana

7. Induces sleep and retards pulse beat - opium/ barbiturates

8. Does not produce tolerance - LSD/ marijuana

9. One trip may produce permanent personality changes - LSD

10. Produces tension and boisterousness - amphetamines

B. Match

A	1.	B	15.
E	2.	D	16.
D	3.*	C	17.
B	4.	E	18.
C	5.	A	19.
A	6.	D	20.
A	7.	E	21.
D	8.	C	22.
C	9.	E	23.
A	10.	E	24.
C	11.	B	25.
B	12.		
D	13.		
A	14.		

* Marijuana is pharmaceutically a halluciogen/ legally it is classified as a narcotic.

It is reported:[8]

Marijuana does not produce physical dependence or an abstinence syndrome. Once the user has established the amount of marijuana needed to achieve his particular high, there is little tendency to increase the dose, indicating that tolerance doesn't develop. Moderate to strong psychic dependence can develop in accordance with the user's appreciation of the drug effects.

In terms of some effects on behaviors, use of marijuana is roughly comparable to moderate abuse of alcohol (also a drug). Like alcohol, it tends to loosen inhibitions and increase suggestibility, which explains why an individual under the influence of marijuana may engage in activities he would not ordinarily consider. Although the marijuana smoker sometimes feels himself capable of extraordinary physical and mental feats, he seldom acts to accomplish them for fear of disrupting his "euphoric" state. But what he does not realize is that the drug can have unpredictable effects--even on persons accustomed to its use.

To date, available information indicates that marijuana has few detrimental affects on an individual's physical health. Psychic dependence and the drug's effect, however, may lead to extreme lethargy, self neglect, and preoccupation with use of marijuana to a degree that precludes constructive activity.

Additionally, the use of marijuana may precipitate psychotic episodes or cause implusive behavior in reaction to fear or panic. According to a 1965 report on drug dependence in the Bulletin of the World Health Organization: "Abuse of cannabis (marijuana) facilitates the association with social groups and subcultures involved with more dangerous drugs, such as opiates or barbiturates. Transition to the use of such drugs would be a consequence of this association rather than an inherent effect of cannabis. The harm to society derived from abuse of cannabis rests in the economic consequences of the impairment of the individual's social functions and his enhancement proneness to asocial and antisocial behavior.

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[8] Smith Kline and French Laboratories, Drug Abuse: Escape to Nowhere, Philadelphia, 1967, pp. 39,40.

BROAD OBJECTIVE: A Brief Review of the Problems Associated with Drug Abuse
GRADE 11

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Communication Groups 	The class should be sub-divided into small groups (6 members or so) The activity should be directed toward getting to know one another well. An exchange of feelings, attitudes and the development of warm inter-personal relations is the aim of these groups. The alloted time span for achieving this end may vary considerably with the groups. When the groups have reached this stage, they will be prepared to undertake their task. Room arrangements and setting will have to be left to the discretion of the individual teacher since we appreciate the physical limitations of many classrooms. After each of the following presentations the students should return to their groups, discuss the material which has been presented, and prepare a brief summary of the groups' opinion. Each group could then present its opinion to the class as a whole.	Goffman, E The Presentation of Self in Everyday Life Doubleday & Co. Inc. Garden City, N.Y 1959 Hall, E T , The Silent Language, Fawcett, Greenwich, Conn. 1959 Miles, M B , Learning to Work in Groups, Teachers College Press Columbia Univ, N. Y. 1965. Thelen, H.A. Dynamics of Groups At Work, Univ. Chicago Press, Chicago. 1954

BROAD OBJECTIVE: A Brief Review of the Problems Associated with Drug Abuse
GRADE 11

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Medical Problems The Opiates and Cocaine Physiological Psychological	Reading Physician Pathologist Pharmacologist Emergency room Nurse or Para-medic Films	Newsweek, Time etc. Medical Journals You and Narcotics - Shevlin Psychology Journals Telephone Directory Hospitals Mental Health Association Guidance Clinics
The Amphetamines and Barbiturates Physiological Psychological	Ex-Addict	State Department of Health Jacksonville, Florida Operation Prevention - three Florida State University Tallahassee, Fla., 32306 Media Center Boys In Blue Agape House - Pensacola, Fla. Rap House - Niceville, Fla See State Resource Book
The Hallucinogens Psychological Physiological	Reading Films Psychiatrist	LSD: Insight or Insanity? Revise $25.00 for 3 days BFA Educational Media 2211 Michigan Avenue, Santa Monica, California 90404

BROAD OBJECTIVE: A Brief Review of the Problems Associated With Drug Abuse
GRADE 11

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Marijuana Psychological Physiological	Reading Films Physician	Journal of the Am. Med. Assn. June 21, 1971 Vol 216 # 12 Medical Manifestations Associated With Hoshish Tennant, Preble, Prendugast Ventry
Alcohol Physiological Psychological	Alcoholics Anonymous Speaker	Telephone Directory Problems in Addiction: Alcoholism and Narcotics N.Y. Fordham University Press, 1967
Tobacco Physiological Psychological	Film	
Solvents Physiological Psychological		
Non-Prescriptive Drugs More detail could be added by referring back to the 10th grade outline.		

BROAD OBJECTIVE: An Attempt to Find Solutions To The Problems of Drug Abuse in Our Community
GRADE 11

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Extent of the Problem local national international	Communication group discussions Surveys of students physicians p ychiatrists guidance clinics social welfare agencies Alcoholics Anonymous Rap Houses Research in encyclopedias almanacs U.S. Department of Justice (Bureau of Narcotics and Dangerous Drugs)	
Possible Solutions For the Individual Develop sound mental health habits appreciate one's worth and value find healthy ways to cope with the normal problems of life Work at making close interpersonal relations with friends and family Look outward not inward Broaden your horizons Develop a problem solving method Recognize your problem Find possible solutions Learn to live with adverse situations	Films - Counseling Psychologist - Problems of Adolesence Readings - General Psychology Film - Generation Gap	Media Center, FSU, Tallahassee How to be a Successful Teenager Wm. C. Menninger, M.D. & others Beyond LSD: A Film for Concerned Adults and Teenagers Rental $20.00 3 day FSU The Angry Book, Theodore Rubin, MD MacMillian Company, 1969

BROAD OBJECTIVE: An Attempt to Find Solutions to the Problems of Drug Abuse in Our Community
GRADE 11

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Consult qualified professional for help		Understanding Fear in Ourselves and Others, Overstreet, Bonaro, Harper and Brothers, N.Y. 1951
Possible Solutions For the Community Medical Preventive Treatment Rehabilitative Social Make your town beautiful Make your town fun to live in Legal Establish close friendly relations between the police and the people Use your vote to speak your mind.	Art Committee Poster Campaign Multi-media Committee Publicity Ecology Committee Rap House for the School City planning water supply sewage disposal garbage disposal junkyards Committee to work with Adult Education Program on Drug Abuse Voter Registration Drive Committee to develop a list of increased activities for the town Speakers - The Mayor, City Manager, The Chief of Police to point out areas where a need for improvement exists.	How to Make Your Emotions Work for You, Finkelos, Dorthory, Ph.D Pellegrini and Dudahy, N. Y 1952 Love, Hate, Fear, Anger and Other Lively Emotions, Callwood, June, Doubleday and Company, Inc. Garden City, New York, 1964
Sociological Problems Effects on the person and his family Effects on the Nation	Periodicals Statistics from the U.S. Bureau of Narcotics	Blum, Richard H. Drugs and Society San Francisco: Jossey-Bass, 1968 Lindesmith, Alfred R. Addict and the Law, Bloomington, Indiana Indiana University Press, 1963

BROAD OBJECTIVE: A Brief History of Drug Abuse
GRADE 11

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
Economic Problems Loss of the individual's talents to society Cost to taxpayer for enforcement treatment, rehabilitation		High on the Campus. Gordon R. McLean, Hoshell Bamen Lyndale House Publishers Wheaton, Illinois, 1970 The Greening of America. Charles A. Reich 1970 Random House
Legal Problems Control of Drug Traffic Penalties Advertising for non-prescription drugs	Write to the Food & Drug Administration. Write to the Federal Communications Commission.	
International Problems	Write to the State Department and ask about what is being done to decrease production of harmful drugs in other countries and what effects this will have upon addicts in our country.	Crime In America - Ramsey Clark Pocket Book 1970

BROAD OBJECTIVE: To Satisfy the Late Adolescent Needs and Concerns by Peers and Community Involvement
GRADE 12

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
High school seniors can do something about the drug problem. Communication groups Community public relations projects Parent-student conferences Preparation of T.V. program Curriculum guide Student handbook Newspaper articles Produce a play Radio program 	The class should be sub-divided into small groups. The activitity should be directed toward getting to know one another well. An exchange of feelings, attitudes and the development of warm inter-personal relations is the aim of these groups. The alioted time span for achieving this end may vary considerably with the groups. When the groups have reached this stage, they will be prepared to undertake a selected project. Room arrangements and setting will have to be left to the discretion of the individual teacher since we appreciate the physical limitations of many classrooms After each of the following presentations the students should return to their groups, discuss the material which has been presented and prepare a brief summary of the group's opinions. Each group could then present its opinion to the class as a whole and decide on a project they feel will be worthwhile.	Communication groups discussion.

BROAD OBJECTIVE: To Satisfy the Late Adolescent Needs and Concerns by Peers and Community Involvement
GRADE 12

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
The drug abuse problem of society's ills. Penalties of drug abuse Legal State and Federal laws Legal penalties Social Waste of human talent and energy Destruction of personal and family relationships Anti-social and criminal behavior while under the influence	Communication group discussion Lawyer or law enforcement officer to speak on the federal and state drug laws. Topic for discussion: "Is a drug addict a criminal?" Role playing Topic for discussion: "Does a person have the right to lead his life as he pleases?" versus "Am I my brother's keeper?"	Drug Addiction: Crime or Disease, Lindesmith, Alfred, Indiana Univ. Press, 1963 What Everyone Needs to Know About Drugs, U.S. News and World Report, Washington, D.C., 1970 Future Shock, by Alvin Foffler, Bantem Books, 1970. (STUDENT) High on the Campus, Gordon Mclean and Haskell Bowen, Tyndale-House Publishers, Wheaten, Ill. 1970 The Drug Scene: Help or Hang-up? Walter L. Way, M.D. Prentice-Hall, Inc. Englewood. Cliffs, N. J.,1970 The Greening of America, Charles A. Reich, Random House, New York, N.Y. 1970 The Uncommitted The Lonely Crowd, David Riesman
 Cause and Effect relationship between drug Abuse and Crime Explosion. Individual crime Organized crime	Have students read some of the latest best sellers depicting organized crime.	The God father - Puzo The Valacui Papers The Grim Reapers An Island of Pagans - Hoffenberg Crime in America - Rosemary Clark.

BROAD OBJECTIVE: To Satisfy the Interest and Concerns of Peer and Community Involvement
GRADE 12

CONTENT	SUGGESTED STUDENT ACTIVITIES	RESOURCES & MATERIALS
How drug abuse affects the taxpayer. Additional law enforcement Cost of running correction institutions Employment of additional social workers. Loss of public property Cost of rehabilitation centers Research projects	Student reports or a panel discussion of their discussion group findings. Student reports on cost of drug abuse to the taxpayer. Social worker to talk on rehabilitation facilities and cost.	I Never Promised You a Rose Garden, by Hannah Green, Signet Books. "Medical Manifestations Associated with Hashish", Journal of American Medical Association, Vol 126, 12
Referral, Treatment, and Rehabilitation of the drug addict. State facilities and organizations Federal facilities and and agencies Present emphasis New approaches Results of programs	Speaker from the county public health department. Discuss methadone maintenance, residential treatment centers (Synanon, Phoenix House, Daytop Village, etc.) Research - methadone cyclazocine	Local psychiatrist or mental health unit. Project D.A.R.E., c/o J. Thomas Ungerleider, U.C.L.A. Neuropsychiatric Unit, Los Angeles, Calif., 90024
What do you want to do about the drug abuse problem?	Select a topic or course of action which you feel is pertinent to overcoming the drug problem. Begin work using resource material and persons available. Evaluation will be the project in completed form and implemented in the appropriate direction.	Local resource persons familiar with the task selected to add guidance to project. For example, broadcasters, dramatists, newspaper publishers, civic organizations, school officials, PTA "rap" houses, etc.

SUGGESTED EVALUATION

This curriculum guide is offered as a basis for a community action program in which the knowledgeable, more mature student in our school systems can use his talents and energies to help eradicate the problem of Drug Abuse.

In the process of determining which area the class chooses to work in, an in-depth study of the factual material will become necessary and thus a review of the medical, legal, social, and economic problems associated with drug abuse will be covered. The techniques associated with the specific form of mass-media communications which the class chooses to use (television, radio, newspaper articles, a student curriculum guide, or adult-student round table discussions) will need to be learned and thus the students' horizons can be enlarged.

We have available to us as a nation a "think tank" in these classrooms whose resources and ingenuity are not being tapped. The students tell us again and again that they want action, involvement and participation. Perhaps this format will provide the setting needed to meet these needs.

The technical aspects of accomplishing a finished, polished product before the end of the course should be kept at the forefront of the teacher's thinking. Something they will take pride in will provide great satisfaction. Don't let the scope become so broad that it becomes a source of frustration. The teacher can facilitate accomplishment greatly by resourcing thoroughly the people and materials available in his area.

Evaluation should be dependent upon the interest and participation shown by the students, the quality of the finished project, and the impact it had as a force for good on the community as a whole.

GLOSSARY OF SLANG TERMS RELATED TO DRUG USAGE

by

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A - LSD
Ab - Abscess
Acapulco Gold - High grade marijuana
Acid - LSD
Acid Head - A regular user of LSD
Amped - Injectable methamphetamine
Amphetamines - Bennies, Co-Pilots, Dexies, Dynamites, Eye-Openers, Hearts, Lid Proppers, Marathons, Peaches, Pep Pills, Roses, Truck Drivers, Wake-ups, Cartwheels, Footballs, Greenies, Crystal, Meth, Crank, Crink, Cris, Christian, Speed, Bombidos, Bottles, Amped, Jugs, Cross Tops.
Artillery - Equipment for injections
Baby - A girl
Bad Go - To have bought an inferior quality of drug
Bag - A job
Bag - A container of drugs
Barbiturates - Barbs, Candies, Peanuts, Pills, Purple Hearts, Sleeping Pills, Softballs, Blues, Blue Birds, Blue Bullets, Blue Devils, Blue Dolls, Blue Heavens, Double Trouble, Blue Tips, Rainbows, Reds and Blues, Nimbies, Yellows, Yellow Bullets, Yellow Jackets, Pinks, Reds, Red Birds, Red Bullets, Red Devils, Seccies, Seggies, Phennies.
Barbs - Barbiturate drugs
Bash - Marijuana
Beast - LSD
Bennie - An amphetamine drug
Bernice - Cocaine
Bhang - Marijuana
Big D - LSD
Bindle - A small quantity or packet of narcotics
Birdseye - A small amount of a narcotic
Black Columbus - Marijuana
Black Mote - Marijuana cured in sugar and honey
Blank - Poor quality heroin
Blank - Equipment for injections
Blast Party - A company of marijuana users
Blow a Vein - Unsuccessful attempt to puncture a vein
Blue Birds - Amobarbital
Blue Bullets - Amobarbital
Blue Devils - Amobarbital
Blues - Amobarbital
Blue Heavens - Amobarbital
Blue Tips - Amobarbital
Bombers - Marijuana cigarettes
Bombidos - Injectable methamphetamines
Boast - To obtain, steal
Boot - To prolong the injection by advancing the plunger slowly
Bottles - Injectable methamphetamines
Box - A metal container for marijuana
Boy - Heroin
Bread - Money
Browns - Long acting amphetamines
Bull Horror - The illusioned fear the cocaine dependent has of being observed by the police
Bummer - A bad hallucinogenic trip
Bundle - A small quantity or packet of narcotics
Burned - To be cheated
Burned - To be caught or arrested
Burnies - Marijuana cigarettes
Businessman's Trip - DMT
Busted - Arrested
Buzz - A drug induced "high"
Buzz - An attempt to make a purchase

C - Cocaine
Caballo - Heroin
Can - Car
Can - Approximately 1½ ounces of marijuana
Can - 3½ to 6½ ounces of heroin
Candies - Barbiturates
Candy - Cocaine
Candy Man - Seller of drugs
Cap - Capsule
Cap - A quantity of heroin
Carry Nation - Cocaine
Cartwheels - Double scored amphetamine tablets
Cat - A conventionally behaving person
Cecil - Cocaine
Chalk - Cocaine
Charas - Marijuana
Charge - Marijuana
Chasing the Dragon - Heating heroin for injection,

also inhaling heroin and a barbiturate through a straw
Chicken - Afraid
Chicken Out - To lose one's nerve
Chief - LSD
Chipping - Occasional use of opiates
Chippy - One who takes drugs, but is not yet dependent on them
Chira - Marijuana
Christian - Methamphetamine
Christmas Tree - Spansules containing an amphetamine and a barbiturate
Churus - Marijuana
Cigarettes - Marijuana cigarettes
Cocaine - Bernice, C, Candy, Carry Nation, Cecil, Chalk, Coke, Coconuts, Corrine, Dust, Flake, Frisky Powder, Sniff, Snow, White Powder
Cocked-up - To be under the influence of cocaine
Coconuts - Cocaine
Cod Cock - A codeine cocktail, a mixture, 8 to 12 ounces of over-the-counter medicines with small codeine content
Coke - Cocaine
Cold Turkey - To be undergoing withdrawal symptoms without drugs
Come Home - To end a "high"
Con - To swindle
Connection - A dealer who is known to an addict
Cook - To prepare heroin for injection
Cook a Pill - To heat opium for smoking it in a pipe
Cooker - A bottle cap or spoon in which heroin can be heated
Cooks - Underground pharmacists who sell drugs without prescription
Cool - To be indifferent, aloof
To Cool - Not to get excited
Cool Chippy - A not yet dependent drug user
Cop - To get, obtain, steal
Cop a Plea - To plead guilty
Co-Pilots - Amphetamines
Cop Out - To discontinue participation
Copped Out - To be conscious, but showing no interest in one's surroundings
Coral - Mickey Finn
Corgy - Heroin
Corrine - Cocaine
Cowboy - An independent dealer
Crackers - LSD
Crash - To abruptly discontinue the use of a drug
Creep - An obnoxious person
Cris - Methamphetamine
Crooker - A physician who sells drugs illegally
Cross Tops - Amphetamine tablets
Crutch - A marijuana cigarette holder
Crystal - Methamphetamine
Cubes - LSD
Cut - To dilute a drug
Cut up - To criticize, put down
CWP - A marijuana cigarette holder
Dead Time - To laze around
Deal in Weight - To sell large amounts of drugs
Dealer - A seller of drugs
Deck - A quantity of heroin
Deeda - LSD
Dexies - Dextroamphetamine sulfate
Dig - To like
Dillies - An opium derivative
Dime - Ten dollars
Dirty - Possessing drugs
DMT - Hallucinogen, "Businessman's trip"
Dolly - Methadone
Dope - Any narcotic
Double Trouble - Amobarbital sodium and secobarbital sodium combined
Downers - Depressant drugs usually the barbiturates
Downs - Depressant drugs usually the barbiturates
Down Trip - An unenjoyable or frightening trip
Drag - A bad trip
Dripper - Eyedropper used for an injection
Dude - A fellow
Dummy - Equipment for injection
Dupe - To swindle, defraud
Dust - Cocaine
Dynamites - Amphetamines
Eighth - ⅛ ounce of a drug
Eye Openers - Amphetamines
Fifteen Cents - Fifteen dollars
Finger - To betray
Fit - Equipment for injections
Fix - An injection of a narcotic
Flake - Cocaine
Flash - A feeling of excitement or pleasure
Flash - A quick jolt felt in the abdomen as the injected drug enters the blood stream
Flashback - Spontaneous reoccurrence of an LSD trip without taking the drug
Flat Time - Serving a prison term without parole
Flea Powder - Inferior heroin
Flunk Out - To start to use strong drugs
Flush - A feeling of excitement or pleasure
Footballs - Oval shaped amphetamine tablets
Fours - Aspirin with codeine tablets
Frajo - Marijuana
Frantic Junkie Stage - Being badly in need of another injection
To Freak - To hallucinate
Frisky Powder - Cocaine
Fruit - A queer; male homosexual
Fuzz - A "high"
Fuzz - A policeman
Gage - Marijuana
Ganja - Marijuana

Garbage - Inferior heroin
Gasket - A device attached to the dropper tip to prevent air from entering the vein
Gee - Intravenous injection
Geed-Up - Under the influence of narcotics
Gee Heads - Paregoric users
Geezer - Small amount of a narcotic
Geronimo - Barbiturates dissolved in an alcoholic beverage
Get High - To notice the drug's effects
Get Off - To be at the end of a "high"
Ghost - LSD
Gig - A job
Gong - An opium pipe
Gong Beater - An opium smoker
Goofballs - Sedatives, mainly barbiturates
Goofers - Sedatives, mainly barbiturates
Graduate - To start to use stronger drugs
Grapes - Wine
Grass - Marijuana
Greenies - Oval shaped amphetamine tablets
Grefas - Marijuana
Greta - Marijuana
Groovy - To feel good and well satisfied
Guide - A person assisting and comforting an LSD taker during a trip
Gun - Needle for injection
Gun - One ounce of heroin
Gungeon - Marijuana originating from Africa
Guru - A person assisting and comforting an LSD taker during a trip
H - Heroin
Hag - An addict using large doses
Hairy - Heroin
Hang Out - To laze around
Hang-Up - A handicap
Hang-Up - To hallucinate frightening things
Hard Stuff - Morphine, heroin or cocaine
Hashish - Resin from *Cannabis sativa* (marijuana)
Hay - Marijuana
Head - A sensation of the drug's full effect, euphoria
Head - A frequent user, especially of LSD or methamphetamine
Headshrinker - A psychiatrist or psychologist
Hearts - Amphetamines
Heat - Police
Heavy Bread - Much money
Heeled - To possess drugs
Helen - Heroin
Hemp - Marijuana
Heroin - Boy, Caballo, Corga, JeeGee, H, Hairy, Harry, Helen, Horse, Joy Powder, JoJee, Junk, Schmack, Schmeck, Shit, Scott, Scag, Skot, Tecata, White Stuff, Dope
High - To notice the drug's effect
Hike - A quick transaction
Hip - Advanced in taste or attitude; sophisticated
Hit - A single dose of a drug
Hocus - Morphine
Hog - Phencyclidine hydrochloride; hallucinogen frequently called "Peace Pill" and "PCP"
Holding - To possess drugs
Honeymoon Stage - Period when a heroin user is not yet dependent on the drug
Hooker - A prostitute
Hop Head - A drug dependent person
Horse - Heroin
Horse Heads - Amphetamine tablets
Hot Shot - An injection of an impure drug or one of too high a dose
Huffers - Glue sniffers
Hustler - Female (prostitute)
Hustler - Male (one who solicits for a prostitute)
Hype - One who uses drugs by injection
Icecream Man - A seller of opium
J - A marijuana cigarette
Jack - To prolong the injection by advancing the plunger slowly
Jacking Off the Spike - Prolonging the injection by advancing the plunger slowly and allowing blood to reflow into the syringe
JeeGee - Heroin
Jive - To lie, cheat
Jive - Marijuana
Joint - A prison
Joint - Marijuana cigarette
JoJee - Heroin
Joy Powder - Heroin
Jugs - Injectable methamphetamines
Juice - Hard liquor
Junk - Heroin
Junkie - A seller of drugs
Keg - Kilogram of marijuana
Kick - To overcome drug dependence
Kick - A feeling of excitement or pleasure
Kit - Syringe, needle, bottle cap, and cotton swab for injections
Kite - One ounce of marijuana
L.A. - Long-acting amphetamines
Laydown - A place where opium is smoked
Leach - To mooch off people
Leaves - Marijuana
Lhesca - Marijuana
LL - Marijuana
Lemonade - Poor quality heroin
Lid - One ounce of marijuana
Lip Proppers - Amphetamines
Lipton Tea - Poor quality heroin
LSD - A, Acid, Beast, Big D, Chief, Crackers, Cubes, Deeda, Ghost, Hawk-25, Sugar, Trips, Twenty-Five

Machine - Syringe, needle, bottle cap, and cotton swab for injections
Magic Mushroom - Psilocybin
Magic Pumpkin - Mescaline
Mainline - Vein
Mainline - To inject into a vein
Mainliner - One who uses drugs by intravenous injection
Majoun - Marijuana
Man - A dealer known to an addict
Man - A police officer
Manicure - To prepare marijuana for use in cigarettes by removing stems, seeds and dirt
Marathons - Amphetamines
Marijuana - Acapulco Gold, Bash, Bhang, Black Columbus, Charas, Charge, Chicago, Green, Chira, Churus, Frajo, Gage, Ganja, Grass, Grefas, Greta, Hashish, Hasheesh, Hay, Hemp, Heat, J, Jive, Leaves, Lhesca, LL, Majouns, Mary Jane, Mezz, MU, Muta, Pot, Tea, Weed, Yesca, Gungeon (from Africa), Mexican Brown, Panamanian Red, Panatella, Meserole (the latter two coming from Central or South America), Sas Fras (North American, mild).
Mary Jane - Marijuana
Master Key - A sledgehammer used by the police to break down a door
Meserole - Marijuana from Central or South America
Mescaline - An alkaloid of the peyote cactus
Meth - Methamphetamine
Methadone - Dolly
Methamphetamines - Crank, Crink, Cris, Christian, Meth, Bombidos, Bottles, Crystals, Jugs, Speed, Amped
Meth Freak - A frequent user of methamphetamine
Meth Head - A frequent user of methamphetamine
Meth Monster - A frequent user of methamphetamine
Mexican Brown - Marijuana
Mezz - Marijuana
Mickey - Chloral hydrate and alcohol
Mickey Finn - Chloral hydrate and alcohol
Miss - Failing to hit a vein
Miss Emma - Morphine
Mob - Professional gangsters
Mojo - Morphine
Mooch - Leach, beg
Morphine - Dope, Hard Stuff, Hocus, Mary Ann, Miss Emma, Mojo, Morpho, White Stuff
Morpho - Morphine
MU - Marijuana
Muggles - Marijuana cigarettes
Mule - A boy who delivers narcotics
Muscle - To inject intramuscularly
Muta - Marijuana
Nabs - Police
Narco - A narcotics detective
Nickle Bag - 1/5 to 1/6 ounce of marijuana selling for five dollars
Nickle Bag - Five dollars of heroin
Nimbies - Yellow-colored barbiturates
Nod - To experience relaxation after taking a drug
O - Opium
O.D. - An overdose
Opium - O, Pen Yen, Tar; narcotic from which morphine is derived
Outfit - Equipment for injections
Pad - Room, dwelling
Panama Red - Marijuana
Panatella - Marijuana from Central or South America
Panic - Scarcity of drugs
Peace Pills - Phencyclidine hydrochloride; hallucinogen frequently called "PCP" and "Hog"
Peaches - Amphetamines
Peanuts - Barbiturates
PCP - Phencyclidine hydrochloride; hallucinogen frequently called "Peace Pill" and "Hog"
Pen Yen - Opium
Pep Pills - Amphetamines
Per - Medical prescriptions
Peter - Chloral hydrate
PG - Paregoric
Piece - One ounce of marijuana
Piece - One ounce of heroin
Pill Poppers - Persons who use pills
Ping the Pill - To knock off some of the powder from a heroin capsule to spare some for an extra dose
Pinks - Secobarbital sodium
Plant - An informer
Playing the Girls - Using prostitutes for one's income
Point - A needle for injection
Pop - To inject
Pot - Marijuana
Pot Party - A company of marijuana users
Prickly Feeling - Sensation of air entering a vein
Probes - Discussions
Purple Hearts - Barbiturates
Pusher - A seller of drugs
Put On - To tease, mock
Quid - One dollar
Rainbows - Secobarbital and amobarbital combined
Rap - To discuss, talk
Rap - To inform
Rare - To inhale cocaine or heroin through the mouth
Rash - A feeling of excitement or pleasure
Rasp - To discuss, talk
Rat - To inform
Red Birds - Secobarbital sodium

Red and Blues - Secobarbital and amobarbital combined
Red Bullets - Secobarbital sodium
Red Devils - Secobarbital sodium
Roach - Butt of a marijuana cigarette
Roses - Amphetamine
Run - A limited period of drug taking
Rush - The feeling when an injected drug enters the blood stream
Sas Fras - North American marijuana
Scag - Heroin
Schmack - Heroin
Schmech - Heroin
Scott - Heroin
Seccies - Secobarbital
Seggies - Secobarbital
Shit - Heroin
Shooters - People who use drugs by injection
Shooting Gallery - A place where heroin and amphetamine users convene
Shoot-up - A series of cocaine injections continuously following each other, possibly lasting a few hours
Short - A car
Shrink - A psychiatrist or psychologist
Sitter - A person assisting an LSD taker during a trip
Skin Pop - To inject under the skin
Skot - Heroin
Sleeping Pills - Barbiturates that indicates the beginning of
Sleepy Yen - Tossing sleep, initiating "cold turkey" withdrawal
Snatch-and-Grab Junkie - An unreliable, not too honest seller of small quantities of heroin
Sniff - Inhale a drug through the nose
Sniff - Cocaine
Snort - Inhale a drug through the nose
Snow - Cocaine
Sober Up - To be at the end of a "high"
Softballs - Barbiturates
Speed - Methamphetamine
Speed Freak - Persons who use amphetamines frequently
Speed Palace - A place rented by an organizer of methamphetamine parties
Spike - A needle for injection
Splash - An orgasmic sensation, frequently associated with a penile erection at the beginning of a methamphetamine injection
Splints - Marijuana cigarettes
Split - To leave
Spoon - Two grains of heroin
Sport of Gods - To inhale cocaine through the nose
Spree - A period of continuous drug taking, drinking bout
Squares - Conventionally behaving people
Stack - A quantity of marijuana cigarettes
Sticks - Marijuana cigarettes
Stool Pigeon - An informer
Stooly - An informer
STP - A synthetic hallucinogen; initials stand for "serenity, tranquility, peace"
Straight - Not using drugs
Strawberry Tablets - Aspirin-sized, pink mescaline tablets
Strung Out - Dependent on a drug
Suey - Opium residue in an opium pipe
Sugar - LSD
Take Off - To be ready to inject
Tar - Opium
Tea - Marijuana
Tea Blower - Marijuana smoker
Tea Pad - A meeting room for marijuana smokers
Tea Party - A company of marijuana users
Tecata - Heroin
Texas Tea - Marijuana originating from Texas
Ticket Agent - A seller of drugs
Thrill - A feeling of excitement or pleasure
Tie - A torniquet
Tingle - A quick jolt felt in the abdomen at the entrance of the needle into the vein
Toat - To smoke marijuana
Tracks - Needle marks
Travel Agent - A seller of drugs
Trey - A selling weight of heroin
Trip - Psychological and physiological sensations perceived after taking an hallucinogen, usually refers to the stronger hallucinogens
Trips - LSD
Truck Drivers - Amphetamines
Turkey - Equipment for injections
Turnabouts - Long-acting amphetamines
Turned On - Involved with, under the influence of a drug
Turn On - To start taking drugs
Turn Someone On - To give another person a drug for the purpose of getting "high"
Twenty-Five - LSD
Ups and Downs - Stimulants and depressants
Uppers and Downers - Stimulants and depressants
Valley - Elbow flexure
Vibes - Mystical sensations felt as vibrations
Virgin State - Period when one is taking drugs, but is not yet dependent
Wake-Ups - Amphetamines
Wasted - Being conscious, but showing no interest in one's surroundings
Weed - Marijuana
Weekender - A person who takes drugs only on weekends
Wheels - A car
White Powder - Cocaine
Whites - Double-scored amphetamine tablets

White Stuff - Heroin
White Stuff - Morphine
Wig - Mind
Wig Out - To undergo a psychotic experience
Wild Geronimo - Barbiturates mixed with an alcoholic beverage
Wino - An alcoholic who prefers wine
Wired - A dependent
Works - Syringe, needle, bottle cap, and cotton swab for injections
Yellows - Pentobarbital sodium
Yellow Bullets - Pentobarbital sodium
Yellow Jackets - Pentobarbital sodium
Yen Shee - Opium residue in an opium pipe
Yesco - Marijuana

GOOD DRUGS HELP MAN

REDUCTION IN DEATH RATES[1]

It is estimated that more than 5 million Americans are alive today as a result of changes in the mortality rate since 1937. Death rates have been reduced by vaccines and drugs:

Poliomyelitis	75%
Acute rheumatic fever	83%
Syphilis	89%
Influenza	90%
Tuberculosis	91%
Measles	94%
Whooping cough	96%
Diphtheria	99%

UNITED STATES AVERAGE OF ANNUAL DEATH RAGES FOR SELECTED CAUSES[2]

Deaths Per 100,000

	1900-1904	1920-24	1940-1944	1945-1949	1950	1965	1966	1967
Influenza	22.8	34.8	13.0	5.0	4.4	1.1	1.6	0.7
Tuberculosis	184.7	96.7	43.4	33.3	22.5	4.1	3.9	3.3
Measles	10.0	7.3	1.1	0.6	0.3	0.1	0.1	0.0
Whooping cough	10.7	8.9	2.2	1.0	0.7	0.0	0.0	0.0
Diphtheria	32.7	13.7	1.0	0.7	0.3	0.0	0.0	0.0
Poliomyelitis					1.3		0.0	
Syphillis					5.0			1.1

SELECTED SPECIFIED REPORTABLE DISEASES[3]

Number of Cases 1945-1964

DISEASE	1945	1950	1955	1960	1961	1962	1963	1964
Diphtheria	18,675	5,796	5,796	918	617	444	314	293
Malaria	62,763	2,184	522	72	73	118	99	93
Poliomyelitis, acute	13,624	33,300	28,985	3,190	1,312	910	449	122
Typhoid fever	4,211	2,484	1,704	816	814	608	566	501
Typhus fever								
Flea-borne	5,193	685	135	68	46	32	35	30
Tick-borne	472	464	295	204	219	240	216	277

(1) Informational Bulletin, Drug Abuse Education for Junior High Schools, Dade County Public Schools, p. 9.

(2) Statistical Abstract of the United States
Information Please Almanac

(3) U. S. Bureau of the Census. Statistical Abstract of the United States: 1966.

DRUG ABUSE PRODUCTS REFERENCE CHART

NAME	SLANG NAME	SOURCE	PHARMACOLOGIC CLASSIFICATION	FEDERAL CONTROL CLASSIFICATION	MEDICAL USE	HOW TAKEN WHEN ABUSED	USUAL FORM OF PRODUCT
MORPHINE	WHITE STUFF M	NATURAL (FROM OPIUM)	CENTRAL NERVOUS SYSTEM DEPRESSANT	NARCOTIC (HARRISON ACT, 1914)	PAIN RELIEF	SWALLOWED OR INJECTED	POWDER (WHITE) TABLET LIQUID
HEROIN	H, HORSE, SCAT JUNK, SMACK, SCAG STUFF, HARRY	SEMI-SYNTHETIC (FROM MORPHINE)	CNS DEPRESSANT	NARCOTIC (HARRISON ACT, 1914)	NONE, LEGALLY	INJECTED OR SNIFFED	POWDER (WHITE GRAY, BROWN)
CODEINE	SCHOOLBOY	NATURAL (FROM OPIUM), SEMI-SYNTHETIC (FROM MORPHINE)	CNS DEPRESSANT	NARCOTIC (HARRISON ACT, 1914)	EASE PAIN & COUGHING	SWALLOWED	TABLET, LIQUID (IN COUGH SYRUP)
PAREGORIC		NATURAL AND SYNTHETIC	CNS DEPRESSANT	NARCOTIC (HARRISON ACT, 1914)	SEDATION, COUNTERACT DIARRHEA	SWALLOWED OR INJECTED	LIQUID
MEPERIDINE		SYNTHETIC (MORPHINE-LIKE)	CNS DEPRESSANT	NARCOTIC (HARRISON ACT, IN 1944)	PAIN RELIEF	SWALLOWED OR INJECTED	TABLET LIQUID
METHADONE	DOLLY	SYNTHETIC (MORPHINE-LIKE)	CNS DEPRESSANT	NARCOTIC (HARRISON ACT, IN 1953)	PAIN RELIEF	SWALLOWED OR INJECTED	TABLET LIQUID
COCAINE	CORRINE, COKE FLAKE, SNOW GOLD DUST, STAR DUST, BERNICE	NATURAL (FROM COCA LEAVES)	STIMULANT, LOCAL OR TOPICAL ANESTHETIC	NARCOTIC (HARRISON ACT, 1914)	LOCAL OR TOPICAL ANESTHESIA	SNIFFED, INJECTED OR SWALLOWED	POWDER (WHITE) LIQUID
MARIJUANA	POT, GRASS, TEA	NATURAL	HALLUCINOGEN	NARCOTIC; MARIJUANA TAX ACT, 1937	NONE	SMOKED OR SWALLOWED	PLANT PARTICLE (DARK GREEN OR BROWN)
HASHISH	HASH	NATURAL	HALLUCINOGEN	SAME AS MARIJUANA	NONE	SMOKED OR SWALLOWED	SOLID, BROWN TO BLACK, RESIN
BARBITURATES	BARBS, RED DEVILS, YELLOW JACKETS, PHENNIES, PEANUTS, BLUE HEAVENS, CANDY	SYNTHETIC	CNS DEPRESSANT	CONTROLLED DRUG, DRUG ABUSE CONTROL AMENDMENTS, 1965	SEDATION, RELIEVE HIGH BLOOD PRESSURE, EPILEPSY	SWALLOWED OR INJECTED	TABLETS OR CAPSULES (VARICOLORED)
AMPHETAMINES	BENNIES, DEXIES, HEARTS, PEP PILLS, SPEED, LID PROPPERS, WAKE-UPS	SYNTHETIC	CNS STIMULANT	CONTROLLED DRUG, DRUG ABUSE CONTROL AMENDMENTS, 1965	CONTROL APPETITE, NARCOLEPSY; SOME CHILDHOOD BEHAVIORAL DISORDERS	SWALLOWED OR INJECTED	TABLETS (VARICOLORED) LIQUID POWDER (WHITE)
LSD	ACID, BIG D, SUGAR, TRIPS, CUBES	SEMI-SYNTHETIC (FROM ERGOT ALKALOIDS)	HALLUCINOGEN	DRUG ABUSE CONTROL AMENDMENTS, 1966	EXPERIMENTAL RESEARCH ONLY	SWALLOWED	TABLETS (VARICOLORED) LIQUID
DOM	STP "SERENITY, TRANQUILITY, PEACE"	SYNTHETIC	HALLUCINOGEN	DRUG ABUSE CONTROL AMENDMENTS, 1966	NONE	SWALLOWED	TABLETS (VARICOLORED) LIQUID
THC		NATURAL (FROM CANNABIS SATIVA) SYNTHETIC	HALLUCINOGEN	DRUG ABUSE CONTROL AMENDMENTS, 1966	NONE	SMOKED OR SWALLOWED	IN MARIJUANA OR LIQUID
DMT	BUSINESSMAN'S SPECIAL	SYNTHETIC	HALLUCINOGEN	DRUG ABUSE CONTROL AMENDMENTS, 1966	NONE	INJECTED	LIQUID
MESCALINE	MESC	NATURAL (FROM PEYOTE CACTUS)	HALLUCINOGEN	DRUG ABUSE CONTROL AMENDMENTS, 1966	NONE	SWALLOWED	TABLET
PSILOCYBIN		NATURAL (FROM PSILOCYBE, FUNGUS ON A TYPE OF MUSHROOM)	HALLUCINOGEN	DRUG ABUSE CONTROL AMENDMENTS, 1966	NONE	SWALLOWED	TABLET
ALCOHOL	BOOZE, JUICE SAUCE	NATURAL (FROM GRAPES, GRAINS)	CNS DEPRESSANT	FTC REGULATIONS	SOLVENT, ANTISEPTIC, TRANQUILIZER	SWALLOWED, OR APPLIED TOPICALLY	LIQUID
TOBACCO	FAG, COFFIN NAIL	NATURAL	CNS TOXIN (NICOTINE)	FTC REGULATIONS	EMETIC (NICOTINE)	SMOKED, SNIFFED, CHEWED	SNUFF, PIPE CUT PARTICLES CIGARETTES
GLUE		SYNTHETIC	CNS DEPRESSANT	NO FEDERAL CONTROLS; SALES RESTRICTED IN SOME STATES	NONE	INHALED	PLASTIC CEMENT

RODUCTS REFERENCE CHART

CAL USE	HOW TAKEN WHEN ABUSED	USUAL FORM OF PRODUCT	EFFECTS SOUGHT	LONG-TERM POSSIBLE EFFECTS	PHYSICAL DEPENDENCE POTENTIAL	PSYCHOLOGICAL DEPENDENCE POTENTIAL	ORGANIC DAMAGE POTENTIAL
F	SWALLOWED OR INJECTED	POWDER (WHITE) TABLET LIQUID	EUPHORIA; PREVENT WITHDRAWAL DISCOMFORT	ADDICTION, CONSTIPATION, LOSS OF APPETITE	YES	YES	YES, INDIRECTLY
LEGALLY	INJECTED OR SNIFFED	POWDER (WHITE GRAY, BROWN)	EUPHORIA; PREVENT WITHDRAWAL DISCOMFORT	ADDICTION, CONSTIPATION, LOSS OF APPETITE	YES	YES	YES, INDIRECTLY
PAIN UGHING	SWALLOWED	TABLET, LIQUID (IN COUGH SYRUP)	EUPHORIA; PREVENT WITHDRAWAL DISCOMFORT	ADDICTION, CONSTIPATION, LOSS OF APPETITE	YES	YES	YES, INDIRECTLY
TION, TERACT RHEA	SWALLOWED OR INJECTED	LIQUID	EUPHORIA; PREVENT WITHDRAWAL DISCOMFORT	ADDICTION, CONSTIPATION, LOSS OF APPETITE	YES	YES	YES, INDIRECTLY
F	SWALLOWED OR INJECTED	TABLET LIQUID	EUPHORIA, PREVENT WITHDRAWAL DISCOMFORT	ADDICTION, CONSTIPATION, LOSS OF APPETITE	YES	YES	YES, INDIRECTLY
F	SWALLOWED OR INJECTED	TABLET LIQUID	PREVENT WITHDRAWAL DISCOMFORT	ADDICTION, CONSTIPATION, LOSS OF APPETITE	YES	YES	YES, INDIRECTLY
OR AL HESIA	SNIFFED, INJECTED OR SWALLOWED	POWDER (WHITE) LIQUID	EXCITATION	DEPRESSION, CONVULSIONS	NO	YES	PROBABLE
	SMOKED OR SWALLOWED	PLANT PARTICLES (DARK GREEN OR BROWN)	EUPHORIA, RELAXATION, INCREASED PERCEPTION	USUALLY NONE; BRONCHITIS, CONJUNCTIVITIS, PSYCHOSIS POSSIBLE	NO	PROBABLE	NOT YET DETERMINED
	SMOKED OR SWALLOWED	SOLID, BROWN TO BLACK, RESIN	RELAXATION, EUPHORIA, INCREASED PERCEPTION	USUALLY NONE; CONJUNCTIVITIS, PSYCHOSIS POSSIBLE	NO	PROBABLE	NOT YET DETERMINED
TION, VE HIGH D PRESSURE, PSY	SWALLOWED OR INJECTED	TABLETS OR CAPSULES (VARICOLORED)	ANXIETY REDUCTION, EUPHORIA	SEVERE WITHDRAWAL SYMPTOMS, POSSIBLE CONVULSIONS, TOXIC PSYCHOSIS	YES	YES	YES
AOL TE, ILEPSY, HILDHOOD IIORAL DERS	SWALLOWED OR INJECTED	TABLETS (VARICOLORED) LIQUID POWDER (WHITE)	ALERTNESS, ACTIVENESS	LOSS OF APPETITE, DELUSIONS, HALLUCINATIONS, TOXIC PSYCHOSIS	POSSIBLE	YES	PROBABLE
IMENTAL RCH	SWALLOWED	TABLETS (VARICOLORED) LIQUID	INSIGHT, DISTORTION OF SENSES; EXHILIRATION	MAY INTENSIFY EXISTING PSYCHOSIS, PANIC REACTIONS	NO	POSSIBLE	NOT YET DETERMINED
	SWALLOWED	TABLETS (VARICOLORED) LIQUID	STRONGER THAN LSD EFFECTS	?	NO	POSSIBLE	NOT YET DETERMINED
	SMOKED OR SWALLOWED	IN MARIJUANA OR LIQUID	STRONGER THAN MARIJUANA EFFECTS	?	NO	POSSIBLE	NOT YET DETERMINED
	INJECTED	LIQUID	SHORTER TERM THAN LSD EFFECTS	?	NO	POSSIBLE	NOT YET DETERMINED
	SWALLOWED	TABLET	SAME AS LSD	?	NO	POSSIBLE	NOT YET DETERMINED
	SWALLOWED	TABLET	SAME AS LSD	?	NO	POSSIBLE	NOT YET DETERMINED
NT, EPTIC, QUILIZER	SWALLOWED, OR APPLIED TOPICALLY	LIQUID	SENSE ALTERATION, ANXIETY REDUCTION, SOCIABILITY	TOXIC PSYCHOSIS, ADDICTION; NEUROLOGIC DAMAGE	YES	YES	YES
C INE)	SMOKED, SNIFFED, CHEWED	SNUFF, PIPE CUT PARTICLES CIGARETTES	CALMNESS, SOCIABILITY	LOSS OF APPETITE, HABITUATION	POSSIBLE	YES	YES
	INHALED	PLASTIC CEMENT	INTOXICATION	IMPAIRED PERCEPTION, COORDINATION, JUDGMENT	NO	YES	YES

The American School Health Association and the Pharmaceutical Manufacturers Association.

STUDENT DIALOGUE ON THE USE AND ABUSE OF DRUGS

SECOND GRADE

These are some statements made by the pupils on the subject of drug abuse.

(1) Sometimes drugs kill you.
(2) People put it in candy and offer it to you.
(3) Sometimes drugs can damage your brain.
(4) It can make you do things like jump out of very high buildings.
(5) A ten year old boy sniffed gas and died.
(6) Drugs can make you go crazy.
(7) Some people give themselves shots with drugs in them.

When asked to name some drugs or some slang names of drugs they named grass, marijuana, LSD, pot, red-devils, dope, and glue.

These are the questions they asked about drugs.

(1) Where does it all come from?
(2) What color is it?
(3) Why do kids take drugs?
(4) Do old people take drugs?
(5) What will marijuana do to you?
(6) How do drugs damage your brain?
(7) Where do teen-agers get dope?
(8) What kind looks like candy?
(9) Can it kill you?
(10) What can LSD do to you?
(11) How do people make it?
(12) Why do kids buy it from each other?
(13) How does marijuana grow?
(14) What does marijuana smell like?
(15) What drugs are in medicine?

THIRD GRADE

1. How can you tell if a drug is poison?

2. Can an overdose of aspirin kill you?

3. Why are drugs bad for you?

4. What do uppers and downers do to you?

5. How can you tell drugs apart?

6. If people take drugs and die from them, why do others follow them and take drugs?

7. Can a person on drugs hurt others?

8. Is there a liquid dope?

9. Can drugs kill?
10. What is L.S.D.?
11. What are the names of drugs?
12. How can you tell if someone is on drugs?
13. How do drugs make your stomach cramp?
14. Where do drugs come from?
15. What kind of drugs are bad for you and what kind are good for you?
16. What is the worst kind of drug?
17. Why do people take drugs?
18. How do drugs hurt you?
19. Can doctors cure you from taking drugs?
20. In what countries are drugs legal?
21. Why do people make drugs?
22. What is heroin?
23. What kind of grass is grass?
24. What are red devils and yellow jackets?
25. How many people take drugs?
26. Why do they want to legalize pot?
27. Do some drugs make you dumb for life?
28. Why do people give drugs to kids?
29. How do drugs get into candy?
30. Why are there bad trips?
31. Why are drugs legal in some countries?
32. Do teenagers take more drugs than grown-ups?
33. If it is against the law, why do people take drugs?
34. How do poppy flowers make a certain kind of drug?
35. Who invented drugs?

THIRD GRADE (continued)

36. How does smoking pot hurt your brain?

37. Why do people take dope?

38. Are drugs made of different medicines?

39. Why did they make dope?

40. How does the hospital get the dope out of you if you take an overdose?

41. If drugs affect you, why are they made?

42. How do they make pot?

43. How does marijuana hurt your lungs?

44. How is marijuana made?

45. Can drugs sometimes catch on fire?

46. Can you mix drugs together and make some kind of drug that can harm you?

47. If you put dope in your bloodstream, what would happen?

48. If you had to take medicines, how can you be sure you are taking the right ones?

49. Where do they get drugs?

50. Where do you buy shot needles that you can shoot people with?

51. If there's pot in the world, and it was the only kind of food, what would happen to everybody?

52. What if people put pills or liquid over bread at night?

53. Why do some men buy drugs?

54. What if someone put drugs in your food, and you didn't know it?

55. Can too many drugs kill you?

56. Do some people take drugs just to be smart or big?

57. How do drugs affect your skin?

58. When people take dope, why do they think it is good for them even if it wasn't prescribed by a doctor?

THIRD GRADE (continued)

59. Why do people take drugs from strangers?

60. Why do some people feed it to their animals?

61. Why do they want to grow it in their yard?

62. What if someone threw drugs in a pond and a fish ate it; you caught the fish and ate it; what would happen?

63. Can drugs cause explosions?

64. Where do they get heroin?

65. What's the drug that you take using a needle? What's the liquid?

66. Could drugs make burns like acid go all the way through your body?

67. What kind of drug makes a dog paralyze?

68. How does dope paralyze you?

69. What medicine really harms you - makes you mean?

70. What about glue sniffing?

71. Can dope affect trees in any way?

72. Do they have machines that make dope?

FIFTH GRADE

List drugs that you know.

HELPFUL	HARMFUL	(OTHER NAME)
sleeping pills	LSD	Acid
Aspirin	Marijuana	Pot
tranquilizers	Heroin	Speed
LSD	Amphetamines	Grass
	Glue	White Fuzz
	Too many sleeping pills	Weed
	Too many Aspirin	Dope
	STP	

FIFTH GRADE (continued)

QUESTIONS:

1. How many kinds of dope are there? How help or harm you?
2. How many make you mentally ill?
3. What is L.S.D.?
4. How many colleges have pushers?
5. What is pot?
6. What is marijuana?
7. How does dope affect you?
8. Would one dose of sleeping pills kill you?
9. Why do people use them?
10. How do they get dope? (Where are they sold?)
11. Do most people with long hair use dope?
12. What does L.S.D. look like?
13. What drugs are still a mystery?
14. What does Amphetamines do?
15. Why do kids take it?
16. Where is it grown in the states?
17. What good are harmful drugs?
18. How do you stop taking drugs?
19. Does L.S.D. help cure cancer?
20. What drugs are most harmful?
21. Can police stop the use of drugs?
22. What is the states view on drug users and pushers?
23. Is it true that a law has been passed where cafe's can not put sugar in jars?
24. What is in them that make people go crazy?
25. What do they look like?

FIFTH GRADE (continued)

26. Why can't the government stop the use of drugs?

27. Do you think if all who use drugs were put in one place they would stay there?

28. How long does it take to take affect?

29. Do you think that people who commit suicide are on drugs?

30. How can drugs be useful and harmful?

31. Can drugs kill you?

32. Why do people take drugs?

33. What is the fine for selling or taking drugs?

JUNIOR HIGH DRUG QUESTIONS

1. Can the smoking of grass affect the formation of a baby if both the parents or even one parent smoked it?

2. Can the smoking of Pot do any damage to the brain of the one who smokes it?

3. Do most drug users die from an overdose of drugs, or do they get killed in accidents while under the influence of drugs?

4. Can you become addicted to heroin if you take a small amount?

5. Do you think Pot or Grass will ever become legalized?

6. Can the continued use of cough syrup lead to the use of harmful drugs?

7. Where are the most common places that drug pushers go to push their drugs?

8. What is the most common age of kids that are caught with drugs?

9. Can Grass cause you to take LSD, heroin, ect., if you've never taken those drugs before?

10. I've heard a saying around school that you can buy a lid, what is a lid?

JUNIOR HIGH (continued)

11. If you're in a room where people are smoking Pot, can you be affected by this?

12. If you are pregnant and take pills, you don't know what kind, can you or your baby be affected by this?

13. Are pills from the medicine cabinet bad for you if you don't know what they are?

14. How long has drugs been misused in the United States and why do people take them?

15. What is Cold Turkey?

16. Why can't Pot be legalized?

17. Are some of the drugs the same as what doctors prescribe?

18. What are the after affects of hard stuff?

19. How do most people get on drugs?

20. If you were on other medication and you took acid what would the affects be?

21. Is it true that peanut butter will make you high?

22. Where does Pot usually grow?

23. If you mixed drugs what would happen?

24. Why don't we have stricter laws concerning drugs?

25. What country has the largest problem with drugs?

26. What part of the United States has the largest drug problem?

27. What is the largest misused drug in the United States?

28. How are drugs made and do all of them send you on a trip?

29. Can you ever completely get a drug out of your system after you've used it?

30. Why haven't drugs always been a problem in the United States?

31. Where are drugs coming from?

32. What should you do if your brother or sister gets on drugs?

JUNIOR HIGH (continued)

33. How much does 1 oz. of Marijuana cost?
34. How would you help someone who is on drugs?
35. Can parents really tell when their kids are on drugs?
36. Can parents drive their kids to taking drugs?
37. Can parents be too concerned?
38. Why did they let drugs get into the hands of military men?
39. How is death caused when barbiturates are used with alcohol?
40. Why do scientists make drugs when they know that they are harmful?
41. Is pot harmful? If so, can doctors prove this?
42. Can heroin be taken in any way other than shooting it into the veins?
43. Why do people take drugs?
44. Does plain ginger send you on a trip?
45. What are some manes of drugs?
46. What is hash?
47. Do people who take sleeping pills go on to harder drugs?
48. Do stupid people like dope?
49. What are drugs?
50. Can you get high on drugs?
51. Can drugs be harmful?
52. What would drugs do to you?
53. What is cold turkey?
54. Why is it always hippies that take drugs?
55. Where do drugs come from?
56. How many drugs kill you?
57. How do drugs get into illegal hands?
58. What is the difference between narcotics and non-narcotics?

JUNIOR HIGH (continued)

59. Why do most people take drugs?

60. Why do most people take non-narcotics?

61. Why do most of the pills hook you?

62. What do you think of narcotics?

63. What do sleeping pills do for you?

64. Is it true that after taking marijuana you won't have a hangover?

65. Why do they take red-devils?

66. Why are non-narcotics so dangerous?

67. How do people obtain drugs?

68. Does LSD damage chromosomes?

69. I read that they are using another drug to take people off heroin. Is it still experimental and what is it called?

70. Why do teenagers take drugs when they've seen films such as the one we saw today?

TEENAGE DIALOGUE ON THEIR CONCERNS REGARDING DRUGS AND THE USE AND ABUSE OF THIS TOPIC BY THE CLASSROOM TEACHER

Do you think we need a drug education program?
I can see a lot of good points in it.
What did you learn about drugs?
I think we learned more about people than about drugs.
We learned that mescaline and acid were just about the same, and pot wasn't. Glue sniffing is about the worst.
I think we learned more about ourselves than we did about drugs.
What about other people?
Trying to relate to other people is maybe more important than learning about drugs.
I liked the professor's talk on marijuana.
He was so truthful about it because he told the good and bad points.
It wasn't all factual. He was telling us about some other people that were "high" and I really learned a lot from him.
To me, drug education (for those who think they know everything) betters your knowledge and for those who are really dumb on the subjects; it will help them too.
We were talking about why there should be a drug education program.
I know that if I were in kindergarten I would want my teacher to know something about it so she could tell me some things.
But you don't really need it in kindergarten. You learn things like personal cleanliness and safety.
I'm just scared that someone is going to "blow it" and make it unnatural.
Learning follows a pattern and the teacher will throw in things that are completely unrelated.
The teacher has the opportunity to "blow" any subject she teaches.
I was talking to Nancy and she was talking about all the different teaching methods she hasn't had a chance to use because everything was so traditional and set in it's ways. This kind of a new program will give the opportunity to relate in a new way, and she was really enthused about that.
It's something new. This is just the first year and it will get better gradually.
This thing is like revising the system because you have to have time and you have to communicate.
I don't see how any patterns can be established.
Well, it already is.
It's like a train of thought that is putting emphasis on drug education, but I don't see how you can think that it is going to be so static and negative just overnight.
The teacher is going to have limitations. That's just the way the system is. The teacher can't get the subject out because of limitations--parents, the way the system is. The teacher has to have freedom if the subject is to be taught. You can't afford to teach this kind of education in a limited atmosphere. There has got to be honesty.
It's like sex education. The parents say that I'm not going to have my children learn this. If anyone tells them, I will tell them. And they are scared to tell them in the first place. They will say that they don't want their children to learn about drugs because they don't need to learn about

that. Some might say that it's a way of telling them how to get the stuff. It's the same with sex education. People are scared they are going to learn something that they are going to learn otherwise.
If they learn about it in class then they will experiment with drugs outside of class. So what difference does it make to learn it from a teacher and learn both sides of drugs or if you go out on the street and get it that way. That's why people want to teach drug education.
The system has got to be honest. They can't afford to work with these two types of subjects the way they have been working with other types of subjects. In history people can write anything they want and so with sex. But people know about sex.
You can't lie about it.
The answer lies in the teacher that is going to teach it. The teacher has any direction to go and I can see all kinds of freedom for the teacher. But there's going to be outside pressure. When a teacher is in a classroom, she can be honest.
Ther's a lot of other teachers that are scared to death and are influenced by the pressures. But systems don't tell you to lie.
The teacher will say, "There is nothing wrong with marijuana--no harmful effects." Then the kids will go home and tell their parents this and then the parents say "You told my kid that there is nothing wrong with marijuana."
I can't see how there is so much pressure on teachers so that they will be dishonest about it, and say this is bad because it is wrong.
I have seen so many of my teachers lie.
That's what I'm saying. She has the freedom to lie if she wants to, but if she wants to be honest, she can.
I think the teacher's job is to present the facts- both sides. If the kid hasn't learned right from wrong by the third grade, he going to be in pretty bad shape.
The teaching won't make any difference. It is going to allow the kids to make up their mind if they don't know already. You can't have a course teaching morals.
You can't have a course saying that it is wrong to use heroin but right to use marijuana. Or to use all the drugs and get drunk every Friday night. Alcohol is a drug anyway.
It's worse than marijuana.
But it's legal.
We have got to find a way to get a perfect teacher.
But it's impossible to get a perfect teacher.
They have to be open-minded, ability to teach.
Who is going to determine if they are qualified or not?
What do we do if some teacher says that she wants to teach it, but aren't any of these things?
The students should make sure that they want this teacher.
But it might get to a point where we can't do that because then it might not be enough teachers to go around. A lot of teachers would be scared to teach.
Some teachers are not able to teach. They are too emotional and present only one side of the facts.
There are poor teachers everywhere, but they are still teachers.
Did you ever think about getting a doctor to come around one day a week.
Are you going to pay the doctor to do this?
They would know more about drugs than anybody else. They could tell you

exactly what happens when you take the stuff.
In writing the curriculum the teachers are trying to get experts to come.
Part of the program is the effects of drugs, the uses, the scientific data.
Then there are other aspects such as the social relevance of drugs. It isn't all scientific.
There would be other people involved such as the clergyman, doctor, psychologists.
What I think is so important is to get the kids to relate their ideas.
When we were at the university, we learned more about ourselves and how to communicate with other people and how to express your own ideas. In relating to other people, you can get to know yourself better. You can make more decisions better, and that is what the drug thing boils down to.
The student and teacher have to achieve this or they won't accomplish anything.
It's a whole new atmosphere where we can grow in it.
We grow with time with the pressures. I know in our groups it sometimes takes 45 minutes to warm up.
Once we got started we got really carried away. It takes at least 20 minutes to break the ice. It takes a pretty fantastic teacher to do this in 3 or 4 minutes.
You almost have to take the attitude that time is forever when you walk into the class.
Don't you just wish you could sit down on the floor and have a general rapp.
The way they just kind of stand up there and guide us--that was the most fantastic way to learn.
Did you learn more now than in the whole school year?
About drugs for sure.
I know that I learned a lot about drugs, about people, being yourself and truthful--being able to look people straight in the eye and telling them how you feel.
Are we able to get across to people about this kind of atmosphere?
Can people understand that it is neat to sit around and talk instead of being in a desk and being isolated?
I think that a lot of teachers already know this.
I think they do but are not strong enough to do anything about it.
I had a teacher who would group us in a circle, but it wasn't the same thing. We had a rapp session where we talked about things going on in the school--not particularly about drugs. We didn't do it very often, and the teacher would only say something when ten people tried to talk at once.
You can get more done with five people in a group then thirty people sitting in a classroom.
It's hard when you have to teach so many people.
If this is done in class, the kids can get the hang of it so fast and there is always four or five leaders in the class. Once you get the hang of it, anybody can say how they feel.
This is where the time limits come in.
I know that it took our group two days to really get together and establish a trust in our group.
What do you consider the lowest grade level or lowest age that kids can get around like this and just talk?
Any age.
Can you imagine kids in kindergarten sitting around and talking about the poisons their parents take?

Kids are so use to being open anyway.
Kids are rally open, then they are conditioned to not say anything. By the time they reach the fifth grade, they are completly turned off and don't feel like turning on anymore. They have to hide how they feel. That's why people have a hard time relating to others.
The teacher should learn to guide the kids in kindergarten and help them.
We could learn so much if we could sit around in a group and ask each other
"Why am I getting involved in drugs?"
"Why am I interested in this?"
"What's pushing me there?"
When we can answer these questions for ourselves, we have grown a lot.
We were involved with the drug program at West Florida, but it just wasn't a drug program, it was a trip program. It was really beautiful. We went to classes, communications groups, saw films, talked to professors.
Some kids won't say what they want to about drugs because of the total atmosphere.
Some teachers say, "OK today we are going to talk about marijuana--any opinions?"
This happens all the time.
How do you get it to be open like we are here now?
At the university, one teacher told so much how she felt without anyone being there for security. Time was unlimited. We all felt like we were a family.
We said what we felt.
She presented a balance of sides. The information was there. We were real people.
I know that I learned more from these people then all the years of regular school.
You got to think about the kind of people that they were though.
Even if the teachers were called by their first name for a week, the formal procedure took place after that week.
We aren't talking about drugs, drug education, but the whole system.
You can't talk about drugs and then not about other things.
You can't talk about drug education without talking about education itself.
Do you realize that when we talk about drugs, the whole system has to be revised.
How do you feel about drug education?
I don't think they should start it until about the seventh grade.
In kindergarten the teacher starts not with drug education but with safety.
They are not going to jump right into heroin and all this.
They will gradually bring it in.
They start with the medicine cabinet and work on up.
In high school there will be a lot of discussions.
They are trying to organize a program where drug education starts in kindergarten and changes every year.
I know that I was so stupid when I went to the university. I thought "weed" was something you mow down on the ground. I didn't know anything.
In the education program, what would you want to see in the 12th grade?
I would want the truth presented.
The good and bad points should be presented.
The students probably know the difference anyway. The idea is to make us believe it. I took a course in health and only the bad was presented. That was silly. The teacher said, "The minute you drop acid you will be insane for the rest of your life." I know the good and bad so the whole thing is silly.
A lot of teachers will take pamphlets and read them and go from this. The pam-

phlets are a bad source because they only present the bad facts.
The Medical Association has pamphlets that we read, and they were beautiful because they were so factual. There are good ones and bad ones.
There are even commercials on drugs that are dumb.
What about the pressure?
I know one teacher that got the students to write a paper on the good and bad effects of marijuana, and he almost got fired because parents called and said "You are teaching our kids about marijuana."
But the school can turn around and say that we are giving the objective viewpoint to the kids.
The teacher has to earn their "bread" and they can't be expected to tell lies.
If a student goes up to a teacher and tells him that he has tried or uses some form of a drug, the teacher can't run to the administration.
What about the teacher in Tallahassee that got "busted"?
Some kids told her something and she didn't tell.
I never even heard of it until my cousin came back from Viet Nam with a big bag of grass.
My sister dropped acid for some many years so I'm really down on it.
There's so much on drugs. I don't know why marijuana is included, but I guess it is a drug.
Yeah, it is a drug.
I don't see a thing wrong with it except that it is illegal.
You don't get sick. Liquor and grass will make you sick. Mixing the two will make you out of your mind. I don't know why people are so down on it. On liquor people get sort of silly. On grass people just lay there.
No hangover.
Alcohol has been proven to be more dangerous than marijuana.
You get cirrosis from drinking.
They don't know that yet.
It took 2000 years to find out all about liquor, and it will take 2000 more to find out about marijuana.
I think that they should stop gripping about grass.
Everything in Pensacola seem to start off with marijuana. Everything seems to begin there.
Then this is suppose to lead to hard drugs. That's all people talk about--marijuana.
People are naturally intelligent. They know about acid.
Like snorting speed. It makes your teeth rot and your hair falls out.
No it doesn't.
Yes, when you take an excessive amount.
A lot of people snort speed.
When you take speed, you have to wait awhile, but when you snort it--Wow.
It just hits them quicker.
I don't do anything except for grass.
I took a big dose of that when I was fourteen.
I took two hits of speed once.
I did them for a week in school. I didn't sleep.
If you get busted, you usually get about 7 years.
Then they put you in a place with criminals that are in for life.
A rehabilitation center is better than any prison any day.
Yeah, we said we wern't going to the university to get rehabilitated and yet we were.

Not brainwashed.
I was brainwashed to feel more honest about drugs.
I was myself.
The worse part is telling your parents about drugs.
My grandmother came to the house once. She had some nerve pills and I took some. They made me more nervous than before.
Even pep pills drive me up a wall. You have to keep going.
Some girl took some no-doz to stay up and study, but she got really sick.
Some six year old kid went in a store to buy some glue and they wouldn't even sell it to her.
Paint isn't hard to buy.
My brother started on glue.
Paint, glue--anything with that type odor is bad.
There are a lot of people who die.
People are going to somehow get some form of drugs.
Did you hear about the inflation. The price of grass is going up because it is so hard to get.
A dollar a joint?
Twenty-five for an ounce.
There is going to be a big wave of grass in September.
When you take acid or something, can other people tell?
Do you know that before you can take your driver's license test, you have to take a test to find out if you have taken drugs before.
There's no way.
In your blood.
People are dropping acid and speed now because that's all they can get.
A lot of people think that if grass were legalized, then people would stop doing so much acid.
They won't ever legalize acid.
They ought to perfect it.
When I'm drunk, I go fast but when I'm stoned, I go slow.
Do you know where the best place to smoke is? In a car.
A lot of people who smoke grass don't even smoke cigarettes.
A lot of stuff has soap in it. You know that it isn't pure stuff.
Acid is cut, so is grass.
People even do oregano.
I know one girl who got fined $50.00 for calling a policeman a "pig".
The country is sort of communistic. It is going to "pot".
I'll smoke to that.
I think we should go through all of the drugs and say about each of them.
Drugs are nationwise.
They haven't proven that drugs can harm you physically.
It's just been that over the years that people have accepted that drugs are bad and that marijuana is a drug.
People put you down for it.
People have found no harmful effects. Why lie about it?
First graders now know a lot about marijuana.
When people said that they were going to cut weed, I thought that they were going to cut grass instead of buying it.
I didn't know about drugs until well after the seventh grade.
The younger kids now know more about it than we did when we were kids.
Are drugs a national problem?
Sure!

It isn't just a problem in any certain part of the United states but all over.
Kids are more exposed today. They repeat things. They are being cool and they are new words. They want to impress other people when they use drugs.
Now that we know that this problem exists, how do we cope with it?
Kids start learning K thru 5.
This is the time when the brainwashing should be or is.
People who use the slang words are identified with the hippy or drug users.
The facts should be presented so the people can make their own decisions.
The educational system knows how to expose the kids to drugs. Starting from the beginning and working up.
That's what we are trying to work up now--what the teachers are going to go by.
What kind of person do you want to teach you this?
I want a person who is openminded, who is willing to teach drug education, able to teach, emotional stable.
You don't want a teacher who says that drugs are bad or drugs are good.
Someone who is willing to teach and able to teach. Someone who wants to do this.
I want someone who is "in the know".
Teachers can teach what there is to teach.
Teachers couldn't say how they felt about it because the kid would go home and tell their parents.
But by listening to other opinions, you can judge your own values.
Do you want a teacher who can act as a leader or maybe as a listener?
A teacher that will act as a guide. A person who will start things off and then let the students go from there.
Some kind of analysis by the instructor is going to have to be made to find out where the students are at.
How should a teacher find out about her students?
I would go to a group of 5 students and ask how they feel about drug abuse.
I had rather that my kid know what chemicals not to handle and know about the things in my medicine cabinet.
Is something wrong with drug education?
It's hurting other people.
No, I'm not hurting anybody--maybe myself in some respect.
What does it do precisely to the body?
Why does it make you addictive?
What do you want to learn if you take a course in drug education?
To avoid becoming addictive without knowing it. I would like to know some of the drug names. To just become aware of what drugs are.
It should be offered every year and advance as you go along.
I've got some friends that say marijuana gives them a new insight towards a lot of things which is crazy.

FILMS ON DRUG PREVENTION

TITLE AND YEAR OF PRODUCTION	LENGTH IN MINUTES (color, unless stated otherwise)	TOPIC(S)	AUDIENCE	PRODUCER AND/OR DISTRIBUTOR(S)
Beyond LSD 1968	25	drugs in general	jr. & sr. high, adults	Bailey Film Associates*
The Chemistry of Marijuana	36 B&W	marijuana	adults	Indiana University*
The Circle 1967	57 B&W	heroin	adults	McGraw-Hill Films*
The Dangerous Drugs	22 color or B&W	drugs in general	jr. & sr. high, adults	Narcotic Educational Foundation of America*
The Distant Drummer 1968	66 (three parts)	marijuana, LSD, heroin methedrine	adults	National Institute of Mental Health*
Driving and Drugs	15	drugs in general	jr. & sr. high, adults	Modern Talking Pictures*
Drug Abuse: The Chemical Bomb 1969	19	marijuana, barbiturates, methedrine, glue, and deliriants	jr. & sr. high, adults	Film Distributors International*

*Addresses for organizations indicated by an asterisk (*) are given in Sources.

TITLE AND YEAR OF PRODUCTION	LENGTH IN MINUTES (color, unless stated otherwise)	TOPIC(S)	AUDIENCE	PRODUCER AND/OR DISTRIBUTOR(S)
Drug Abuse: One Town's Answer 1970	23	drugs in teen culture, communication	jr. & sr. high, adults	AIMS*
Drug Addiction 1952	22 B&W	drugs and youth	jr. & sr. high, adults	AIMS*
Drug Philosophy 1970	15	drugs, parents, and teachers	adults	Donald Wigal c/o 21st Cinetics*
Drugs and The Nervous System 1967	18	aspirin, glue, amphetamines, barbiturates, LSD, marijuana	elementary 4-6, jr. & sr. high	Churchill Films*
Escape to Nowhere 1968	25	marijuana, LSD, hashish, heroin, amphetamines	jr. & sr. high, adults	Professional Arts or Indiana University*

*Addresses for organizations indicated by an asterisk (*) are given in Sources.

TITLE AND YEAR OF PRODUCTION	LENGTH IN MINUTES (color, unless stated otherwise)	TOPIC(S)	AUDIENCE	PRODUCER AND/OR DISTRIBUTOR(S)
Fight or Flight 1967	16	"pills," heroin, LSD, marijuana, alcohol, cough medicine	jr. & sr. high	International Association of Chiefs of Police*
Grooving 1969	29	drug scene	jr. & sr. high, adults	State of New York Drug Addiction Control Commission*
Hide & Seek 1966	14	heroin, marijuana	jr. & sr. high, adults	Center for Mass Communication, Columbia University*
The Hippie Temptation 1967	51 (two parts)	LSD	jr. & sr. high, adults	McGraw-Hill Films*
Human Ecology and Drugs 1970	30	causes of drug abuse, self-determination	adults	American Documentary Films*
Hooked 1967	20 B&W	heroin	jr. & sr. high	Churchill Films*

*Addresses for organizations indicated by an asterisk (*) are given in Sources.

TITLE AND YEAR OF PRODUCTION	LENGTH IN MINUTES (color, unless stated otherwise)	TOPIC(S)	AUDIENCE	PRODUCER AND/OR DISTRIBUTOR(S)
I'll Be Seeing You 1970	11	drugs and naroctics in general	upper elementary grades	AIMS*
Keep Off The Grass 1970	11	marijuana	jr. & sr. high, adults	Sterling Educational Films*
The Law: How Effective Is It? 1968	36 B&W	drug laws	jr. & sr. high, adults	Indiana University*
The Losers 1965	31 B&W	marijuana, glue, heroin, stimulants, depressants	jr. & sr. high, adults	Carousel Films*
LSD 1967	28	LSD	U.S. Navy personnel	Audiovisual Branch of U.S. Navy*
LSD: Insight or Insanity 1968	28	LSD	jr. & sr. high, adults	Bailey Film Associates*

*Addresses for organizations indicated by an asterisk (*) are given in Sources.

TITLE AND YEAR OF PRODUCTION	LENGTH IN MINUTES (color, unless stated otherwise)	TOPIC(S)	AUDIENCE	PRODUCER AND/OR DISTRIBUTOR(S)
LSD: Lettvin vs. Leary 1967	54 B&W	LSD, marijuana	adults	Indiana University*
LSD: The Spring Grove Experiment 1966	54 B&W	LSD	sr. high, adults	McGraw-Hill Films*
LSD: Trip or Trap 1968	20 color or B&W	LSD	sr. high, adults	Sid Davis Productions*
LSD: A Trip to Where? 1968	28 color or B&W	LSD	jr. & sr. high, adults	McGraw-Hill Films*
LSD - 25	27	LSD	jr. & sr. high, adults	Professional Arts*
Marathon (ABC-TV, 7/20/67) 1967	51 B&W	rehabilitation at Daytop Village	jr. & sr. high, adults	Films, Inc.*

*Addresses for organizations indicated by an asterisk (*) are given in Sources.

TITLE AND YEAR OF PRODUCTION	LENGTH IN MINUTES (color, unless stated otherwise)	TOPIC(S)	AUDIENCE	PRODUCER AND/OR DISTRIBUTOR(S)
Marijuana 1968	34	marijuana	jr. & sr. high, adults	Bailey Film Associates*
Marijuana (CBS Reports) 1968	52 B&W	marijuana	jr. & sr. high, adults	Carousel Films*
Marijuana: The Great Escape 1969	20	marijuana	sr. high, adults	Bailey Film Associates*
Mind Benders 1968	26	LSD, mescaline, DMT psilocybin	sr. high, adults	National Medical Audiovisual Center*
Narcotics: A Challenge	24 color or B&W	narcotics	educators	Narcotic Educational Foundation of America*
Narcotics: The Inside Story 1967	12	narcotics, LSD, marijuana, sedatives	elementary 4-6, jr. & sr. high	AIMS*

*Addresses for organizations indicated by as asterisk (*) are given in Sources.

TITLE AND YEAR OF PRODUCTION	LENGTH IN MINUTES (color, unless stated otherwise)	TOPIC(S)	AUDIENCE	PRODUCER AND/OR DISTRIBUTOR(S)
Narcotics: Pit of Despair 1965	28	marijuana, heroin withdrawal	adults	Film Distributors International*
Narcotics - Why Not? 1966	15 color or B&W	heroin, glue, "pills," marijuana	jr. & sr. high, adults	AIMS*
The People Next Door 1969	81 (3 reels)	family ordeal of drug involvement	jr. & sr. high, adults	Bailey Films Associates*
The Riddle 1966	20 B&W	glue, heroin, cough medicine	jr. & sr. high	Office of Economic Opportunity*
Seduction of The Innocent	color & B&W; long and short versions	drug pushers, youth	adults	Sid Davis Productions*
The Seekers 1967	30	heroin, LSD, marijuana	sr. high	State of New York Addiction Control Commission*

*Addresses for organizations indicated by an asterisk (*) are given in Sources.

TITLE AND YEAR OF PRODUCTION	LENGTH IN MINUTES (color, unless stated otherwise)	TOPIC(S)	AUDIENCE	PRODUCER AND/OR DISTRIBUTOR(S)
Speedscene: The Problem of Amphetamine Abuse 1969	17	amphetamines, "speed"	jr. & sr. high, adults	Bailey Films Associates*
The Trip Back 1968	28	a reformed addict	jr. & sr. high, adults	Association/Sterling Films*
Up Pill, Down Pill 1970	20	barbiturates, amphetamines	sr. high adults	Bailey Films Associates*
World of The Weed 1968	21 B&W	marijuana	jr. & sr. high, adults	Indiana University*

*Addresses for organizations indicated by an asterisk(*) are given in Sources.

SOURCES

AIMS - Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, California 90028

Alcoholism and Drug Addiction Research Foundation
344 Bloor Street West
Toronto 4, Ontario, Canada

Alden Films
5113 Sixteenth Avenue
Brooklyn, New York 12204

American Association for Health Physical Education and Recreation
1201 Sixteenth Street, NW
Washington, D.C. 20036

American Documentary Films
336 West 84th Street
New York, New York 10024

Association/Sterling Films
43 West 61st Street
New York, New York 10023

Council on Mental Health
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American Pharmaceutical Association
2215 Constitution Avenue, NW
Washington, D.C. 20037

Narcotics Advisor Committee
American Social Health Association
1740 Broadway
New York, New York 10019

Association Films, Inc.
600 Grand Avenue
Ridgefield, New Jersey 07657

Bailey Films Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025

Krasker Memorial Film Library
Boston University of Education
765 Commonwealth Avenue
Boston, Mass. 02215

Bureau of Narcotics and Dangerous Drugs
(see: U.S. Department of Justice)

Canadian Film Institute
1762 Carling Avenue
Ottawa 13
Ontario, Canada

Carousel Films, Inc.
1501 Broadway
New York, New York 10036

Center for Studies of Narcotic and Drug Abuse
(see: National Institute of Mental Health)

Cinetics
(see: 21st Cinetics)

Division of Drug Control
Division of Public Health Education
Commonwealth of Pennsylvania
Harrisburg, Pennsylvania 17120

Community Services Office
Cerritos College
11110 Alondra Boulevard
Norwalk, California 90650

Churchill Films, Inc.
662 North Robertson Boulevard
Los Angeles, California 90069

Center for Mass Communication
Columbia University Press
Myles Cooper Building
440 West 110th Street
New York, New York 10025

Commission on Narcotic Drugs
(see: United Nations)

Contemporary Films
267 West 25th Street
New York, New York 10001

Coordinator, Title III
Coronado Unified School District
706 Sixth Street
Coronado, California 92118

Council on Mental Health
(see: American Medical Association)

Sid Davis Productions
2429 Ocean Park Boulevard
Santa Monida, California 90405

DCA Educational Products, Inc.
4865 Stenton Avenue
Philadelphia, Pennsylvania 19144

99 Films on Drugs
Department of Education
Bureau of Curriculum and Instruction
Tallahassee, Florida

Audio-Visual Service
Eastman Kodak
343 State Street
Rochester, New York 14608

Encyclopedia Britannica Educational Films
180 East Post Road
White Plains, New York 10601

Film Distributors International
2223 South Olive
Los Angeles, California 90007

Florida State Board of Health
P.O. Box 210
Jacksonville, Florida 32201

Consumers Inquiries
Food and Drug Administration
200 C Street, SW
Washington, D.C. 20204

Audio Visual Department
General Motors Photographic
General Motors Building
Detroit, Michigan 48202

Golden State Film Productions
1032 Mariposa Avenue
Berkeley, California 94707

Drug Information Series
Guidance Associates
Pleasantville, New York 10570

Ideal Pictures Corporation
321 West 44th Street
New York, New York 10036

NET Film Service
Indiana University Audio-Visual Center
Bloomington, Indiana 47401

Information Materials Press
25 West 4th Street
New York, New York 10036

Institute for the Study of Drug Addiction
680 West End Avenue
New York, New York 10025

Executive Director
International Association of Chiefs of Police
1319 Eighteenth Street, NW
Washington, D.C. 20036

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

International Narcotic Enforcement Officers Association, Inc.
178 Washington Avenue
Albany, New York 12210

J & F Productions, Inc.
Suite 700
1401 Walnut Street
Philadelphia, Pennsylvania 19102

Lockheed Drug Decision Education System
Box 504
Sunnyvale, California 94088

Cooperative Narcotics Prevention Program
Los Angeles County Superintendent of Schools
115 West Washington Boulevard
Los Angeles, California 90015

McGraw-Hill Films
330 West 42nd Street
New York, New York
10036

Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

Narcotic Addiction Control Commission
Executive Park South
Albany, New York 12203

The Narcotic Educational Foundation of America
5055½ Sunset Boulevard
Los Angeles, California 90027

Narcotics Education, Inc.
6830 Laurel Street, NW
Box 4390
Washington, D.C. 20012

National Association of Retail Druggists
One East Wacker Drive
Chicago, Illinois 60601

Drug Education Project
National Association of Student Personnel Administration
110 Anderson Tower
University of Rochester
Rochester, New York 14627

Education and Information
National Coordinating Council on Drug Abuse
Post Office Box 19400
Washington, D.C. 20036

National Council on Crime and Delinquency
44 East 23rd Street
New York, New York 10017

National Educational Television
(see: Indiana University)

National Film Board of Canada
680 Fifth Avenue
New York, New York 10019

Clinical Research
National Institute of Mental Health
Department of Health, Education and Welfare
Lexington, Kentucky 40501

Center for Studies of Narcotic and Drug Abuse
National Institute of Mental Health
5454 Wisconsin Avenue, NW
Chevy Chase, Maryland 20015

National Medical Audiovisual Center
Station K
Atlanta, Georgia 30334

NET Film Service
(see: Indiana University)

New Life Film Foundation
1204 North Elmwood Avenue
Peoria, Illinois 61601

Film Library
New York State Department of Health
84 Holland Avenue
Albany, New York 12208

State Education Department
New York State Library
226 Elm Street
Albany, New York 12202

New York University Film Library
26 Washington Place
New York, New York 10003

Public Affairs
Office of Economic Opportunity
1200 Nineteenth Street, NW
Washington, D.C. 20506

Division of Public Health Education
Pennsylvania Department of Health
Box 90
Harrisburg, Pennsylvania 17120

Psychological Cinema Register
Pennsylvania State University
University Park, Pennsylvania
16802

Geo. A. Pflaum, Publisher, Inc.
38 West Fifth Street
Dayton, Ohio 45402

Committee on Narcotics
Pharmaceutical Manufacturers
Association
1155 Fifteenth Street, NW
Washington, D.C. 20005

Audio-Visual Division
Popular Science Publishing Co.,
Inc.
355 Lexington Avenue
New York, New York 10017

Drug Abuse Decision System
Professional Arts
Box 8484
University City, California
91608

Public Affairs Committee
22 East 38th Street
New York, New York 10016

Learning Systems
Raytheon Education Company
475 S. Dean Street
Englewood, New Jersey 07631

W. H. Sadlier, Inc.
11 Park Place
New York, New York 10007

Bureau of Text and Libraries
San Francisco Unified School
Districts
135 Van Ness Avenue
San Francisco, California 94102

Santa Clara County Office of
Education
70 West Hedding Street
San Jose, California 95110

School Health Education Study
1507 M Street, NW
Washington, D.C. 20005

Science Research Association
57 Grand Avenue
Chicago, Illinois 60610

SCOPE
Stony Brook, New York 11790

Smart Set International, Inc.
1680 N. Vine Street
Hollywood, California 90028

Smith & Hoist Film Libraries, Inc.
2221 South Olive Street
Los Angeles, California 90007

Smith Kline & French Laboratories
1500 Spring Garden Street
Philadelphia, Pennsylvania 19101

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

Sound Services, Limited
269 Kingston Road
Merton Park
London, SW, 19
England

Narcotic Addiction Control
Commission
State of New York
Albany, New York 12203

Film Library, Foster Hall
State University of New York
Buffalo, New York 14214

Suffolk County Narcotics
Prevention & Control Program
Family Court Building
Hauppauge, New York 11788

Synanon Foundation, Inc.
1351 Ocean Front
Santa Monica, California 90401

Film Library
Syracuse University
1445 East Colvin Street
Syracuse, New York 13210

Director, Health Education
Administration
Tacoma Public Schools
Tacoma Avenue at South Eighth
Post Office Box 1357
Tacoma, Washington 98401

Visual Aids Department
TANE Press
2814 Oak Lawn
Dallas, Texas 75219

3M Company
Box 3100
3M Center
St. Paul, Minnesota 55101

21st Cinetics
119 West 23rd Street, Room 602
New York, New York 10011

Office of Audio-Visuals
United Church of Christ
1501 Race Street
Philadelphia, Pennsylvania
19102

Commision on Narcotic Drugs
United Nations
New York, New York 10017

United States Department of
Health, Education and Welfare
(see: National Institute of Mental
Health)

Bureau of Narcotics and
Dangerous Drugs
United States Department of
Justice
1405 I Street, NW
Washington, D.C. 20537

Drug Studies Desk
United States National Student
Association
2115 S Street, NW
Washington, D.C. 20008

Audio Visual Branch
United States Navy
Pentagon, Washington, D.C. 20301

United States Public Health
Service
7915 Eastern Avenue
Silver Spring, Maryland 20910

A-V Communication Center
University of Buffalo
Buffalo, New York 19102

Extension Media Center
University of California
2223 Fulton Street
Berkeley, California 94720

Film Distribution Division
Department of Cinema
University of Southern California
Los Angeles, California 90007

Curriculum Development Center
University of the State of New York
State Education Department
Albany, New York 12224

A-V Education Center
University of Michigan
Ann Arbor, Michigan 48104

University of Syracuse Film
Library
Collandale Campus
1455 East Calvin Street
Syracuse, New York 13210

Valley Forge Films, Inc.
Chester Springs, Pennsylvania
19425

Winston Products for Education
Post Office Box 12219
San Diego, California 92112

Winthrop Laboratories
90 Park Avenue
New York, New York 10018

WTIC-TV-AM-FM
Broadcast Plaza
Hartford, Connecticut
06115

Chief, Drug Dependence
World Health Organization
Avenue Appia
1211 Geneva, Switzerland

Audio Visual Center
Yeshiva University
526 West 187th Street
New York, New York 10033

TEACHER SUPPLEMENTARY MATERIALS
DRUG ABUSE EDUCATION
ADDRESSES FOR FREE OR INEXPENSIVE MATERIALS

Organizations listed without asterisk have specifically identified materials that are available and are listed in the guides for grades one through eight. The remaining organizations make available materials related to their products. These may be obtained upon request. School stationery should be used in requesting materials.

ABBOTT LABORATORIES
Public Relations Department
North Chicago, Ill. 60064

AETNA CASUALTY AND SURETY COMPANY
Public Education Department
151 Farmington Avenue
Hartford, Conn. 06100

AMERICAN CANCER SOCIETY
1405 5th Avenue
San Diego, Calif. 92101

AMERICAN HEART ASSOCIATION
44 East 23rd Street
New York, N. Y. 10001
or
3545 4th Avenue
San Diego, Calif. 92103

*AMERICAN INSTITUTE OF BAKING
Consumer Service Department
400 East Ontario Street
Chicago, Ill. 60611

AMERICAN INSTITUTE OF FAMILY RELATIONS
5287 Sunset Boulevard
Los Angeles, Calif. 90027

AMERICAN MEDICAL ASSOCIATION
Health Education Bureau
535 North Dearborn Street
Chicago, Ill. 60610

AMERICAN NATIONAL RED CROSS
National Headquarters
Washington, D. C. 20406
or
3650 Fifth Street
San Diego, Calif. 92103

AMERICAN PUBLIC HEALTH ASSOCIATION
224 East Capitol Street
Washington, D. C. 20003

AMERICAN SCHOOL HEALTH ASSOCIATION
107 South Depeyester Street
Box 416
Kent, Ohio 44240

AMERICAN SOCIAL HEALTH
1740 Broadway
New York, N. Y. 10019

ASSOCIATION OF CASUALTY & SURETY COMPANIES
60 John Street
New York, N. Y. 10038

BALL BROTHERS COMPANY, INC.
Consumer Service Department
Muncie, Ind. 47302

*CHARLES A BENNETT COMPANY
237 North Monroe Street
Peoria, Ill. 61602

CHANNING L. BETE COMPANY
Greenfield, Md. 01301

*BLUE CROSS COMMISSION
425 North Mchigan Avenue
Chicago, Ill. 60611

*BORDON COMPANY
Consumer Services
350 Madison Avenue
New York, N. Y. 10017

BUREAU OF NARCOTICS & DANGEROUS DRUGS
Department of Justice
Washington, D. C. 20537

CALIFORNIA DAIRY INDUSTRY
ADVISORY BOARD
3628 University Avenue
San Diego, Calif. 92104

CEREAL INSTITUTE, INC.
135 South LaSalle Street
Chicago, Ill. 60603

CONTINENTAL BAKING COMPANY
Home Economics Department
P. O. Box 731
Rye, N. Y. 10580

ELI LILLY & COMPANY
740 South Alabama Street
Indianapolis, Ind. 46206

EPILEPSY SOCIETY OF SAN DIEGO COUNTY
1612 30th Street
San Diego, Calif. 92102

THE EQUITABLE LIFE ASSURANCE SOCIETY
Bureau of Public Health
Box 572, GPO
New York, N. Y. 10001

EVAPORATED MILK ASSOCIATION
228 N. LaSalle Street
Chicago, Ill. 60601

FAMILY LIFE PUBLICATION, INC.
Box 6725
Durham, N. C. 27708

FOOD AND DRUG ADMINISTRATION
330 Independence Avenue, S. W.
Washington, D. C. 20003

GENERAL MILLS
Public Relations Department
9200 Waysata Boulevard
Minneapolis, Minn. 55426

JOHN HANCOCK MUTUAL LIFE INS. CO.
Health Education Services
200 Berkeley Street
Boston, Mass. 02117

H. J. HEINZ COMPANY
P. O. Box 57
Pittsburg, Pa. 15230

HERSHEY CHOCOLATE CORP.
Education Department
19 East Chocolate Avenue
Hershey, Pa. 17033

HOFFMAN-LA ROCHE, INC.
Technical Service Department
Fine Chemicals Division
Nutley, N. J. 07110

INTERSTATE NARCOTICS ASSOCIATION
P. O. Box 1725
Paterson, N. J.

JUVENILE PROTECTION COMMITTEE
2801 Meadowlark Drive
San Diego, Calif. 92123

KELLOGG COMPANY
Dept. of Home Economics Services
Battle Creek, Mich. 49016

*KRAFT FOODS
P. O. Box 1163
Chicago, Ill. 60690

LAW ENFORCEMENT ASSISTANCE
ADMINISTRATION
Office of Law Enforcement Programs
633 Indiana Avenue, N. W.
Washington, D. C. 20530

LENDERLE LABORATORIES
Pearl River, N. Y. 10965

*LEVER BROTHERS COMPANY
Consumer Education Department
Public Relations Division
390 Park Avenue
New York, N. Y. 10022

MARCH OF DIMES
The National Foundation
800 Second Avenue
New York, N. Y. 10017
or
3603 Fourth Avenue
San Diego, Calif. 92101

MEAD JOHNSON & COMPANY
Public Relations Department
Evansville, Ind. 47721

MENTAL HEALTH MATERIALS CENTER
419 Park Avenue South
New York, N. Y. 10016

*THE MENTHOLATUM COMPANY
Department O
1360 Niagara Street
Buffalo, N. Y. 14213

METROPOLITAN LIFE INSURANCE COMPANY
600 Stockton Street
San Francisco, Calif. 94120

NARCOTICS EDUCATION, INC.
P. O. Box 4390
6830 Lanel Street, N. W.
Washington, D. C. 20012

NATIONAL ACADEMY OF SCIENCE
2101 Constitution Avenue, N. W.
Washington, D. C. 20037
(Committee on Drug Addiction and Narcotics)

NATIONAL ASSN. FOR MENTAL HEALTH
10 Columbus Circle
New York, N. Y. 10019

*NATIONAL CANNERS ASSOCIATION
Consumer Service Division
1133 20th Street, N. W.
Washington, D. C. 20006

NATIONAL CLEARINGHOUSE FOR DRUG ABUSE INFORMATION
WT 240
5454 Wisconsin Avenue
Chevy Chase, Md. 20015
(The National Clearinghouse is operated by the Health Services and Mental Health Administration of the National Institute of Mental Health, U. S. Department of Health, Education and Welfare)

NATIONAL EDUCATION ASSOCIATION
American Association for Health Physical Education and Recreation
or
NATIONAL COMMISSION ON SAFETY EDUCATION
1201 16th Street, N. W.
Washington, D. C. 20006

NATIONAL FAMILY COUNCIL ON DRUG ADDICTION
401 West End Avenue
New York, N. Y. 10025
(Committee on Drug Addiction and Narcotics)

NATIONAL HEART INSTITUTE
Heart Information Center
Bethesda, Md. 20014

NATIONAL INSTITUTES OF HEALTH
Bethesda, Md. 20014

NATIONAL LIBRARY OF MEDICINE
Bethesda, Md. 20014

NATIONAL LIVESTOCK AND MEAT BOARD
Consumer Communications Dept.
36 South Wabash Avenue
Chicago, Ill. 60603

*NATIONAL SAFETY COUNCIL
School and College Division
425 North Michigan Avenue
Chicago, Ill. 60611

NATIONAL TUBERCULOSIS ASSOCIATION
3861 Front Street
San Diego, Calif. 92103

NATIONAL VITAMIN FOUNDATION
250 West 57th Street
New York, N. Y. 10019

NEW YORK CENTRAL SYSTEM
Office of Director of Safety
466 Lexington Avenue
New York, N. Y. 10017

(PAN) Marijuana Awareness Packet
Winston Products
P. O. Box 12219
San Diego, Calif. 92112

PHARMACEUTICAL MANUFACTURERS ASSN.
1155 15th Street, N. W.
Washington, D. C. 20005

CHAS. PFIZER & COMPANY, INC.
Educational Service Department
235 East 42nd Street
New York, N. Y. 10017

PUBLIC AFFAIRS COMMITTEE, INC.
381 Park Avenue
New York, N. Y. 10016

SAN DIEGO CITY RECREATION DEPARTMENT
Administration Building
Community Concourse
San Diego, Calif. 92101

SAN DIEGO CITY SCHOOLS
4100 Normal Street
San Diego, Calif. 92103

SAN DIEGO COUNTY MEDICAL SOCIETY
3427 Fourth Avenue
San Diego, Calif. 92103

SAN DIEGO COUNTY PROBATION DEPT.
Room 6002, County Courthouse
220 West Broadway
San Diego, Calif. 92101

SAN DIEGO COUNTY DEPT. OF PUBLIC HEALTH
1600 Pacific Highway
San Diego, Calif. 92101

SAN DIEGO MENTAL HEALTH ASSOCIATION
350 Cedar Street
San Diego, Calif. 92101

SCIENCE RESEARCH ASSOCIATES, INC.
259 E. Erie Street
Chicago, Ill. 60611

SMITH, KLINE & FRENCH LAB.
Public Relations Department
1500 Spring Garden Street
Philadelphia, Pa. 19101

SONOTONE CORPORATION
Professional Relations Department
Elmsford, N. Y. 10523

STATE DEPT. OF PUBLIC HEALTH
1350 Front Street
San Diego, Calif. 92101

TRAVELERS INSURANCE COMPANY
Public Information & Advertising Dept.
700 Main Street
Hartford, Conn. 06115

*UNDERWRITERS LABORATORIES, INC.
1655 Scott Boulevard
Santa Clara, Calif. 95050

U. S. DEPT. OF AGRICULTURE
Office of Information
Washington, D. C. 20025

*U. S. DEPT. OF HEALTH, EDUCATION
AND WELFARE
Supt. of Documents
U. S. Government Printing Office
Washington, D. C. 20402

U. S. DEPARTMENT OF JUSTICE
Bureau of Narcotics and
Dangerous Drugs
Washington, D. C.

U. S. PUBLIC HEALTH SERVICE
300 Independence Avenue, S. W.
Washington, D. C. 20003

U. S. PUBLIC HEALTH SERVICE HOSPITAL
Addiction Research Center
Lexington, Ky. 40508

*THE UPJOHN COMPANY
Trade and Guest Relations Dept.
Kalamazoo, Mich. 49003

*EMPLOYERS MUTUAL OF WAUSAU
Accident Prevention Dept.
407 Grant Street
Wausau, Wisc. 54401

WHEAT FLOUR INSTITUTE
309 West Jackson Boulevard
Chicago, Ill. 60606

*THE JOHN C. WINSTON COMPANY
Mr. Roy E. Peasley
1010 Arch Street
Philadelphia, Pa. 19107

WORLD HEALTH ORGANIZATION
1501 New Hampshire Avenue, N. W.
Washington, D. C. 20036

DIRECTORY OF HEALTH SERVICES AND AGENCIES SERVING THE RESIDENTS OF THE GREATER PENSACOLA AREA:

EMERGENCY SERVICES AND FACILITIES

Northwest Florida Ambulance Service; 1901 W. Government; 434-0186.

Baptist Hospital; 1000 W. Moreno; 432-1241.

Sacred Heart Hospital; 5151 N. Ninth; 476-7851.

University Hospital; 1200 W. Leonard; 432-7632.

U. S. Naval Hospital; Naval Air Station; 452-4511.

Navy Ambulance; Naval Air Station; 452-4383.

Crisis Call Service; (Community Mental Health); 433-3081.

Doctors & Nurses Official Directory; 21 E. Wright; 438-9622.

Tuberville Hospital; Century; 256-3435.

Santa Rosa Hospital; Milton; 623-3631.

Jay Hospital; Jay; 675-4516.

Greenlawn General; Atmore; 368-3141.

McMillan Memorial; Brewton; 876-6081

AGENCIES

AGAPE HOUSE: 212 East Gregory; Phone 432-3761; assists anyone with a drug problem on request of the drug user, his or her doctor, a minister, or the family.

ALCOHOLICS ANONYMOUS: 51 East Chase; Phone 433-9256; provides assistance for anyone with a drinking problem on request of the individual, physician, minister, or the family.

AMERICAN CANCER SOCIETY: 61 East Mallory; Phone 433-4631; conducts educational program; provides home care items for patients; will pay transportation costs to and from tumor clinics to eligible indigent patients and room and board for out of county patients.

AMERICAN SOCIAL HEALTH: 1301 West Government; Phone 438-1423; conducts program of research, public information and education dealing with the separate but related problems of venereal disease, prostitution, narcotic addiction, and the breakdown of family life.

AMERICAN RED CROSS: Naval Air Station; Phone 455-4586; provides communication, counseling, financial assistance, and referral for servicemen stationed at Naval Air Station and other area bases.

AMERICAN RED CROSS: Pensacola Chapter; Box 689, Pensacola; Phone 432-7601; disaster service and service to the armed forces; free instruction in first aid and water safety.

A & A SITTERS SERVICE: 702 North Q; Phone 432-2090; sitters for patients confined in the hospital or home.

BAPTIST HOSPITAL: 100 West Moreno; Phone 432-1241; full range general hospital, amputee and stroke clinics.

BAPTIST HOSPITAL SPECIALTY CARE CENTER: 1101 West Moreno; Phone 432-1241; offers complete range of rehabilitation services including physical therapy, occupational therapy, speech and hearing, both on in-patient and out-patient basis.

BUREAU OF ALCOHOLIC REHABILITATION: N.W. Florida Clinic; 1202 West Moreno; Phone 438-3006; provides psychiatric care; educational and consultation services on alcoholism.

BUREAU OF BLIND SERVICES: Room 306, Town and Country Plaza; Phone 432-1531; rehabilitation of legally blind or a condition which could in time cause blindness; medical, surgical counseling home teacher, placement, and library services.

CATHOLIC CHARITIES BUREAU OF PENSACOLA, INC.: 218 East Government; Phone 438-8564; adoption service; foster homes; unmarried mothers; and other family services.

CHILDREN'S HOME SOCIETY OF FLORIDA: Western Division, 5375 North Ninth; Phone 476-3133; adoption, medical, and legal services for placement in permanent adoptive homes.

COMMUNITY MENTAL HEALTH CENTER OF ESCAMBIA COUNTY: 1201 West Hernandez; Phone 433-3081; comprehensive mental health services.

CRISIS CALL SERVICE: Phone 433-3081; counseling by telephone and assistance in cases of mental crisis.

DIVISION OF VOCATIONAL REHABILITATION: 1741 N. Palafox; Phone 434-2711; vocational rehabilitation to persons having a physical or mental disability which presents a vocational handicap and may be alleviated to the extent the individual can engage in gainful employment.

DOCTORS AND NURSES DIRECTORY: 21 East Wright; Phone 438-9622; maintains registry on doctors and nurses and provides medical emergency information.

ESCAMBIA BLOOD BANK: 2201 North Ninth; Phone 432-1445; furnishes blood and blood components for patients on request of physician.

ESCAMBIA CHILDREN'S LIGHTHOUSE: Phone 455-8312; aids blind children of school age in Escambia County to obtain an education in the public school system.

ESCAMBIA ASSOCIATION FOR RETARDED CHILDREN: 1000 East Fairfield; Phone 438-2180; services for retardees depending upon need.

ESCAMBIA COUNTY HEALTH DEPARTMENT: 2251 North Palafox; Phone 438-8571; provides immunizations, sanitary inspections, various services for indigents.

NATIONAL FOUNDATION, MARCH OF DIMES: 61 East Mallory; Phone 432-5535; aid to polio and birth defect patients who must be referred by a physician.

ESCAMBIA COUNTY MEDICAL SOCIETY: 2201 North Ninth; Phone 432-3617; organization of liscensed and qualified doctors of medicine to promote the art and science of medicine; provides speakers' bureau; physician service to indigent clinics; advisory committees to health organizations; and serves as information bureau.

ESCAMBIA COUNTY NURSING HOME: 3107 North H; Phone 432-2458; provides care to private paying and indigent patients.

ESCAMBIA RESIDENSE, INV.: 101 West Lloyd; Phone 438-5035; serves girls willing to help improve selves but cannot in present environment; court personnel and counselors to aid person to become productive citizen.

FLORIDA DEPARTMENT OF PUBLIC WELFARE: 24 West Chase; Phone 433-1124; administers various public welfare programs of health in family service.

FRIENDSHIP HOUSE: 1201 West Hernandez; Phones 433-3081 (days) and 438-1993 (nights); socializing club for persons who have suffered severe mental and emotional problems and whose illness is in a state of remission.

HAVEN OF OUR LADY OF PEACE: 5203 North Ninth; Phone 477-0531; liscensed nursing home offering minimal or maximum nursing care to senior citizens.

LIONS CLUB SIGHT CONSERVATION PROGRAM: at University Hospital; Phone 432-7632; furnishes eye examination and glasses to needy school children.

NORTHWEST FLORIDA AMBULANCE SERVICE: 1901 West Government; Phone 434-0186; emergency vehicular service.

NORTHWEST FLORIDA COMPREHENSIVE HEALTH PLANNING COUNCIL: Post Office Box 1349; Phone 434-2658; provides comprehensive health planning covering all factors in the Escambia-Santa Rosa County area.

NORTHWEST FLORIDA DIVISION OF ARTHRITIS FOUNDATION: 61 East Mallory; Phone 433-0585; research and education; financial assistance for medical care for patients unable to pay and referred by a physician.

PILOT DENTAL CLUB CLINIC: Post Office Box 1869; Phone 438-8571; Extension 40; emergency and routine restorative treatments, oral hygiene instructions and stannous fluoride treatments; eligibility required under qualifications of public law 89-10.

PUPIL PERSONNEL SERVICES, ESCAMBIA SCHOOLS: 5404 Lillian Hwy.; Phone 456-8631; coordinates school health problems.

ROSEMONT NURSING AND CONVALESCENT HOME: 1713 West Avery; Phone 434-2355; skilled intermediate, and ambulatory nursing facilities and convalescent care.

SACRED HEART HOSPITAL: 5151 North Ninth; Phone 476-7851; full range general hospital services.

SACRED HEART CHILDREN'S HOSPITAL: 5151 North Ninth; Phone 476-7851; peadiatric care.

SANTA ROSA HEALTH CLINIC: Milton, Fla.; Stewart Street; Phone 623-3859; Sanitary inspections; visiting nurses; indigent care abd services.

SANTA ROSA HOSPITAL: Milton; Phone 623-3631; general hospital services.

SOCIAL SECURITY ADMINISTRATION: 51 East Gregory; Phone 434-1073; provides assistance for persons wishing to file claims for retirement, survivor or disability benefits under the Social Security Act; handles Medicare claims.

SPECIAL EDUCATION, ESCAMBIA SCHOOLS: 5404 Lillian Hwy.; Phone 456-3631; speech therapy; pre-school classes; for deaf; teachers and classrooms provided to cerebral palsy center and crippled children's home; teachers for home-bound and hospitalized; services for visually handicapped mentally retarded and the emotionally disturbed or socially maladjusted child.

TUBERVILLE MEMORIAL HOSPITAL: Century; Phone 246-3435; privately owned hospital facility to be replaced by one built by Escambia County.

UNITED CEREBRAL PALSY: 2912 North E; Phone 432-1595; offers treatment and training for the cerebral palsied and those with multiple handicaps.

UNIVERSITY HOSPITAL: 1200 W. Leonard; Phone 432-7632; full range general hospital.

UNIVERSITY HOSPITAL OUT-PATIENT CLINIC: 1200 W. Leonard; Phone 432-7632; out-patient examinations and treatment for medically indigent patients of Escambia County. Local physicians donate their time to care for the indigents of the clinics.

UNIVERSITY OF WEST FLORIDA STUDENT HEALTH SERVICE: Campus; Phone 476-9500; provides pre-admission screening and outpatient services to students.

VETERANS ADMINISTRATION SOCIAL WORK SERVICE: room 309-D, Post Office Building; Phone 432-2788; assistance to disabled veterans and families.

VISITING NURSES ASSOCIATION: 2251 N. Palafox; Phone 438-8571; under written orders of patient's physician, skilled nursing care is given in the home.

WEST FLORIDA HEART ASSOCIATION: 61 East Mallory; Phone 433-4557; heart information services and guidance; research, education.

WEST FLORIDA TUBERCULOSIS AND RESPIRATORY DISEASE ASSOCIATION: 403 Brent Annex; Phone 438-4310; primarily education and research; transportation to TB hospitals.

DIVISION OF FAMILY SERVICES: 24 West Chase; Phone 433-1124; social services and financial assistance to dependent children, aged, blind, permanently and totally disabled, and other indigent children.

NORTHWEST FLORIDA CRIPPLED CHILDREN'S ASSOCIATION: 1005 West Avery; Phone 438-1626; nursing care, physical therapy, and other special services.

From: Pensacola News-Journal, Section F, p 16; Sunday October 18, 1970.

SCHOOL POLICIES ON DRUG ABUSE: A SUMMARY

An examination of school policies on drug abuse in fifty United States cities serves primarily to show that there is no one ideal method of handling the drug problem. Every community must develop its own drug abuse policy. The goals of the policy should be to stimulate the best possible use of area treatment services and to use local law enforcement facilities only when the problem is clearly legal rather than medical or social.

The growing use of drugs is not a problem created in the schools, nor can they solve it alone, but proper handling of drug abuse situations by administrators, teachers, guidance counselors and health personnel is essential. Once it is determined that the problem is one that requires psychological aid rather than just disciplinary action, educators should work out precisely how treatment referral and supervision for each student will be handled. The educators should then make every effort to ensure that the policy is understood by both the faculty and the student body.

The role of the school should be more than just to "call the police and expel the culprit," yet three times as many schools adopt this easy-way-out procedure rather than the more professional method of understanding that drug addiction is an illness which indicates an inability to deal adequately with certain social problems, and that its treatment should emphasize prevention and reform rather than discipline. Discipline is a tool, not an answer.

The following is not a school policy on drug abuse, but rather a set of suggestions extracted from the many different school policies used all over the country. The summary includes two sections: rehabilitation and discipline. The treatment section mentions how various school systems view the drug abuse problem and how they ensure that the student drug abusers receive the maximum benefit from all available rehabilitation facilities. The section on discipline deals with the school's role once it has been determined that the student drug abuser is not only doing harm to himself by using drugs, but is also effecting others, e.g., by having drugs actually in his possession in the school or by selling or exchanging them.

I. SCHOOL POLICY AND PROCEDURES RELATIVE TO PUPILS WHO APPEAR TO BE UNDER THE INFLUENCE OF NARCOTICS OR DANGEROUS DRUGS

A. Attitude (following the Stamford, Connecticut policy)

The school Health Service policy and procedures for treating and excluding pupils who appear to be under the influence of drugs are basically the same as are used for any other pupils showing signs of illness. In all such cases the school administrator must be notified.

The teacher's role is clear cut. If drug usage is suspected, the teacher should refer the student directly to the school nurse, where present, or to the principal. Make the action straightforward and objective. Do not give in to a panic reaction which would serve only to further alienate the student. Do not confront the student with any suspicions that the student may be under the influence of drugs. To repeat, the teacher's role in the case of suspicion is one of referral.

B. Treatment (for details consult the Stamford policy)

1. Confer with the principal. The proper form of therapy for the student should be decided on following consultation with the school nurse, guidance counselor, school psychologist and school social worker. If necessary, the principal should consult with the school doctor or school psychiatrist.

2. The principal will then ask the school psychologist or school social worker to advise the student that his parents (also family physician and/or minister if the student so desires) will be told of his need for medical and/or psychiatric treatment.

3. The parents will be urged to see to it that the student receives the proper therapy, but if the parents cannot be involved in helping the student, the case should be taken by the school social worker or school psychologist.

4. Based on the psychiatrist's recommendation, a decision should be made regarding whether or not the student should continue to be seen by the school social worker or referred for other services.

II. SCHOOL POLICIES AND PROCEDURES RELATIVE TO PUPILS BELIEVED TO BE POSSESSING, SELLING OR EXCHANGING DANGEROUS DRUGS

This is a legal matter and one cannot disregard the fact that the school and its students have no immunity from the laws regarding drugs. If a school system is to have a thorough and effective policy on drug abuse, there must be an effective relationship between the schools and the police. These two agencies may have to extend themselves more than they do at present. The schools must now withhold information from the police on legal matters. On the other hand, the police must be sensitive to the school's interest in the student's therapy, and must not act hastily without consultation with the school authorities. The life of the boy or girl must be paramount in the minds of the members of both agencies.

If the illegal possession or sale of narcotics and dangerous drugs is discovered by school officials, they should inform the police and cooperate with them in any subsequent investigation. The school should also provide the police with any information which would lead to a source of supply of illegal drugs. Responsibility for the welfare of the student, however, should not be relinquished by the school. For example, as soon as a student is positively identified as one who engages in drug traffic in the school, the principal will notify the parents. The understanding will be that the student must remain under the constant surveillance of school officials during school hours and of the parents while he is at home. At this point the principal will notify the police of the action he has taken.

The student will not ordinarily (discretion of principal) be suspended for his first offense. If a pupil becomes involved repeatedly of incidents of this kind, the principal shall refer him to the superintendent of schools for possible suspension.

If the illegal possession, sale or exchange of narcotics or dangerour drugs is discovered by police, the school will accept whatever legal conditions are imposed on the student by the authorities. Still, school officials should make every effort to become involved in the case. They should work with the family to encourage all rehabilitative efforts and referral to health care facilities.

Once school and police officials determine in which instance the latter will be called in to handle drug-abuse offenses, it will be the task of the school administrators and teachers to prove to the student that his welfare is the ultimate goal of all involved. The school officials must emphasize that they will stand behind and support the rights of all its students. This can be done by:

1. Recognizing a student drug-abuser as one who has displayed antisocial tendencies and who would benefit not by suspension or expulsion but by remaining in contact with the better-adjusted students. In this way some day-to-day control can also be exerted over him.

2. Allowing a student who has been apprehended by legal authorities for being illegally in the possession of--or in the presence of--harmful drugs to remain in attendance at the school.

3. Ensuring that in no instance will an administrator or teacher ask or encourage, or permit the police to ask or encourage, a student to act as an agent of the police in the purchase of drugs.

4. Respecting the civil rights of students, including the right to freedom from unreasonable search and seizure, at all times.

5. Enlisting the aid of members of the student body in helping to put together the policy best suited for the school they attend.

In short, the policy on drug-abuse, adopted and followed by each school, must be one that makes it possible for students to feel unafraid of coming forward and receiving treatment, even though the students may have participated in the illegal use, possession and/or sale of narcotics and/or dangerous drugs.

PITTSBURGH PUBLIC SCHOOL CURRICULUM BULLETIN: EXCERPTS

----Role of the Educator----

Educators are increasingly being called upon to do something about drug abuse. Proper handling of drug abuse situations by administrators, teachers, and guidance and health personnel is crucial. Accordingly, it is essential that all personnel be informed of the policy for administrative management of suspected drug abuse subscribed to by the Pittsburgh Public School system.

Drug abuse and its consequences are a major threat to the health, education and welfare of students. The management of this health problem at school is the responsibility of the principal or of his delegate. The administrative management, moreover, identifies this problem initially as a medical problem rather than a disciplinary one and, accordingly, requires a medical referral for each student to insure necessary medical supervision and follow-up.

Classroom teachers are important because they have many opportunities for close association with students due to their regular contact. Teachers are in a position to note significant changes in both the appearance and behavior of students, and they need to be thoroughly informed about drug abuse.

Teachers should be cognizant of the following:

--drugs and dangerous substances subject to abuse

--symptoms of drug abuse

--procedure for handling cases of suspected drug abuse

--legal controls governing drugs

--the desperate need for help and rehabilitation rather than a merely punitive approach.

--the necessity of giving objective, accurate information which avoids moralizing.

As key figures in the identification of pupil problems associated with drug involvement, teachers have a crucial role in the proper handling of such situations.

--Referral Procedure--

The most a teacher can do is suspect the possibility of drug abuse. Signs and symptoms observed may be indicative of some other medical problem. Referral of suspected drug abuse problems to the

school nurse where present or otherwise to the principal, must be a straight-forward, objective and professional action. A panic reaction expressed to the student or parent can only serve to further alienate the student. The teacher should not confront the student with any suspicions that the student may be under the influence of drugs. The teacher's role in the case of such suspicion is one of referral.

----Definitions of Drugs and Drug Abuse----

As commonly defined, a drug is any chemical substance other than food which when used produces a physical or mental change in the user. Although this defines the word "drug," the term "drug abuse" includes any state resulting from the ingestion by any route of an exogenous substance for any purpose other than its intended use.

Most drugs which are misused are also valuable to human welfare when properly prescribed and controlled. The problem arises when drugs are used illegally or unwisely.

Drugs liable to misuse may be broadly categorized as narcotics and non-narcotics. The latter includes the stimulants, depressants and hallucinogens.

----Drug Abuse as a Major Community Problem----

The multiplicity of the drug abuse problem has made it necessary to develop a position statement defining the role and the responsibilities of the educational institution as a member of the community. This position does not support any of the current medical or legal controversies pertainent to "dangerous or non-dangerous," "dependance or non-dependance," "narcotic or non-narcotic." Rather, this position supports the view that being under the influence of drugs precludes either on a temporary or permanent basis satisfaction of the educational potential of the individual. Accordingly, this definition seeks primarily preventive and therapeutic measures for this socio-cultural disease.

REPORT OF THE DALLAS AD HOC COMMITTEE ON DRUG ABUSE: EXCERPTS

----Guidelines for the Management of Drug-Using Students----

Although we feel it essential that the school system retain the capacity to respond flexibly to the individual problems of drug-using students, some guidelines appear to be needed. In evolving such guidelines, however, one faces a fundamental dilemma--namely, the relative degrees of emphasis to place upon the individual's rights and the rights of the group. The following guidelines are based upon a given student's arrest rather than conviction. This may represent an erosion of the right to be held innocent until convicted. If, however, guidelines were established on the basis of conviction (in cases of possession or sale) the not infrequent pre-trial delay could result in the exposure of the student body to an active source of drugs for months. We have resolved this dilemma by focusing upon arrest rather than conviction, but we are uncomfortable with its implications and urge the school system to explore further both alternatives with appropriate legal authorities. We recommend the following:

1. The student arrested for possession of drugs (first offense) should not be suspended if he and his family agree to fulfill certain conditions. These conditions should include the observance of whatever legal conditions imposed upon him by the legal authorities. In addition, the student and family must agree to participate in rehabilitative efforts if such are recommended.

2. The student arrested for possession of drugs (second offense) should be suspended until there is adequate evidence of rehabilitation. The same guidelines should apply to students arrested for the third or subsequent times.

3. The student arrested for the sale of drugs should be suspended until there is adequate evidence of rehabilitation.

4. The student found with drugs in his possession at school should be detained and the police and his family should be notified. If an arrest results, the student's case should be handled in accord with the principles outlined in the above sections.

5. The student who approaches a teacher or ombudsman for help with a drug problem should be assisted on the basis of the individual factors associated with his case. This will include encouraging the student's participation in rehabilitative efforts, and under most circumstances, notification of the parents and referral to a health care facility.

----Treatment Resources Within the Community----

It is the opinion of this Committee that available treatment resources could not cope with the magnitude of the problem which would be created if each drug-using student requested help. A wider spectrum of treatment services are needed, ranging from the care of acute drug crises to a diversity of outpatient and inpatient rehabilitative agencies. A variety of health care professionals should be involved. The overall treatment program, as a part of the delivery of general health care services would require enlargement of both public and private resources.

----Innovative Approaches to Treatment----

The Committee recommends that the Dallas Independent School District stimulate and support the development of new approaches to the treatment od drug-dependency. We feel that the people of Dallas should know that no available treatment program for severe drug-dependency of any sort yields consistantly positive results. Because of this distressing fact, we urge the development of creative approaches with adequate devices to evaluate results as a central feature. The school system, through its Administrator of Drug Abuse Education, and guided by adequate professional consultation, should maintain an attitude of willingness to participate in innovative programs.

POLICY OF THE DUVAL COUNTY SCHOOL BOARD: EXCERPTS

Students that have been suspended for sale, use or possession of narcotics or other toxic drugs and are awaiting court action may be enrolled in a continuing school program provided by the School Board. Teachers will be assigned as needed in the continuing school program.

Students found guilty may be expelled or may be continued in a regular continuing school program, but may not be admitted to a regular school program within a semester.

ROCHESTER POLICY OF REPORTING AND PROCESSING DRUG USE CASES: EXCERPT

----Sale or Exchange of Drugs----

The school administrator will determine the adviseability of police intervention. The school administrator will cooperate with the police in any investigation. In no instance will an administrator ask or encourage, or permit the police, in his presence, to ask or encourage a student to act as an agent of the police in the purchase of drugs.

EMERGENCY STATE BOARD OF EDUCATION REGULATIONS

6A-0.184 Drug Abuse Education

(1) Before the end of the school year 1970-71, all children and youth in kindergarten and in grades 1-12 shall have been provided instruction in drug abuse education. All juniors and seniors shall be required to complete units of instruction which will include, but not be limited to, basic concepts and instructional objectives prescribed in state courses of study and accreditation standards.

(2) Beginning with the 1970-71 school year, the division of elementary and secondary education shall conduct a series of regional clinics on drug abuse for professionals, para-professionals and personnel of non-school related agencies. Each school district shall enroll personnel qualified to instruct other district personnel in at least one of these clinics.

(3) Beginning with the school year 1971-72, drug abuse education shall become a regular and required unit of instruction in junior high school and at the senior high school levels. Such units will include instruction prescribed in state courses of study.

(4) Beginning with the school year 1971-72, school districts shall schedule, as a component of the staff development plan, training sessions designed to provide teachers with current information and knowledge of the harmful effects of drugs, narcotics, alcohol and tobacco and other immediate health related concerns.

(5) Beginning with the school year 1970-71, all teacher preparation institutions and junior colleges shall require drug, narcotic, alcohol and tobacco education as a major component of health education courses.

(6) Beginning with the school year 1971-72, all state supported teacher preparation institutions shall include instruction relating to drug abuse, alcohol and tobacco as a major component in health education courses required for certification of elementary teachers and for the preparation of drug and health education specialists.

(7) Beginning with the school year 1971-72, the board of regents, through the state university system, shall expand programs designed to develop specialists in health education and drug education with degree programs located in at least three regions of the State - South Florida, Central Florida and North Florida.

FLOYD T. CHRISTIAN
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
SHELLEY S. BOONE
DIRECTOR

June 16, 1971

M E M O R A N D U M

TO: County Superintendents, County Drug Coordinators, General Consultants and Regional Coordinators

FROM: Benton Clifton, Administrator for Health, Physical Education and Driver Education Section
Dr. Paul Fitzgerald, Administrator for Pupil Personnel Services Section
Louis V. Morelli, State Coordinator, Drug Education Training Program

SUBJECT: Development of Drug Use/Abuse School Guidelines for Educational Personnel Working with Students in Elementary and Secondary Schools

The following guidelines were developed as a result of requests from local district personnel working with students in elementary and secondary schools of Florida concerned with drug use/abuse.

Educational personnel with the cooperation of the Ad Hoc Committee on Drug Abuse to the Florida Medical Association jointly conducted a series of meetings for the purpose of developing guidelines. The committees included representation from the Florida Medical Association, Department of Law Enforcement, Office of Attorney General, Florida Education Association as well as counselors from local school districts.

It is hopeful that these guidelines will be helpful to the local school districts in working with students.

Guidelines for School Personnel in elementary and secondary schools of Florida concerned with drug use/abuse.

Section A - Overview:

"The Police Power of the State cannot be diminished or compromised by school officials for a student. . .

"The possession or use of certain drugs is a serious violation of law and punishable by fine and/or imprisonment. A student is required to obey the same laws on school grounds as off. There is a distorted notion gaining widespread acceptance that a school or college is a sanctuary. These institutions are a part of society. Accordingly, the school authorities have the same responsibility as every other citizen to report violations of law. Students possession or using on school premises drugs prohibited by law should be reported promptly to the appropriate law enforcement officials. . . "The Reasonable Exercise of Authority, National Association of Secondary School Principals, Washington: 1969.

There are many students in our Florida schools today who need counseling about drug use/abuse but have many doubts as to what may occur and having such doubts do not seek assistance.

The school administrator, responsible for the total school operation, should use every resource to obtain the approval and adoption of these guidelines including the development of administrative practices and school board policies designed to enable teachers, counselors and other professional school personnel to function in a capacity which helps students cope with the problem.

Section B: The following guidelines are suggested for the consideration of Educational Personnel concerning students in elementary and secondary schools who seek counsel from school personnel about marijuana, narcotics, dangerous drugs or dangerous substances.

1. That a student approaching a teacher, counselor or other professional school personnel for help be free of humiliation, frustration, and fear of being searched by a security officer before counseling can take place.

2. That a student should be free from fear of administrative reprisal.

3. That students should be made aware that under Federal or State Statutes it is not a violation of the law to admit having used marijuana, narcotics, etc.

4. That it is not a violation for a teacher, counselor or other professional school personnel to counsel students about their personal drug use/abuse.

5. That the teacher must, of course, use discretion and judgement in a situation which may involve a violation of Federal, State, or Local Law.

6. That a student who requests help should be referred to a guidance counselor or other school or community resources offering to provide the needed help. Mutual acceptance is a prerequisite.

7. That parental involvement should be accomplished as soon as practicable without jeopardizing the achievement of professional assistance for the individual.

Section C: When a teacher observes behavioral changes in a student which may be due to emotional and/or physical problems including drug use/abuse existing school referral procedures should be utilized.

CHAPTER 71-107

Committee Substitute for House Bill No. 501 and
House Bill No. 458

AN ACT relating to drug abuse; amending chapter 404, Florida Statutes, by including cannabis among substances controlled by the Florida drug abuse law; providing that the crime of possession or delivery without consideration of cannabis, on the first offense, shall constitute a misdemeanor; providing for arrest upon probable cause for such crime; amending subsection (5) of section 398.10, Florida Statutes, to delete reference to cannabis therein; repealing subsection (12) of section 398.02, Florida Statutes; amending Section 398.02(13)(a), Florida Statutes to delete reference to cannabis therein; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 404.01, Florida Statutes, is amended by adding a new subsection, (12), to read:

404.01 Definitions.--For the purposes of this chapter:

(12) The word "cannabis" means all parts of the plant cannabis sativa, L., whether growing or not; the seeds thereof; the resin extracted from any part of such plant; and every compound, manufacture, salt derivative, mixture, or preparation of such plant, its seeds, or resin; but shall not include the mature stalks of such plant, fiber produced from such stalks, oil or cake made from the seeds of such plant, any other compound, manufacture, salt, derivative, mixture, or preparation of such mature stalks (except the resin extracted therefrom), fiber, oil, or cake, or the sterilized seed of such plant, which is incapable of germination.

Section 2. Subsection (1) of section 404.15, Florida Statutes, is amended to read:

404.15 Penalties.--Any person who violates any of the provisions of this chapter shall be punished as follows:

(1) For a first conviction, by imprisonment in the state penitentiary for not more than two (2) years or by fine of not more than one thousand dollars ($1,000), or both; provided that if the first offense is the possession or delivery without consideration of not more than five (5) grams of cannabis, punishment shall be by imprisonment in the county jail for a period not exceeding one (1) year or by fine not exceeding one thousand dollars ($1,000); provided, further, that for the purposes of this subsection, the word cannabis shall not include the resin extracted from the plant cannabis sativa, L., or any compound, manufacture, salt, derivative, mixture, or preparation of such resin.

CODING: Words in ~~struck through~~ type are deletions from existing law; underlined words are additions.

Section 2A. Subsection (1) of section 404.15, Florida Statutes, is amended to read:

404.15 Penalties.--Any person who violates any of the provisions of this chapter shall be punished as follows:

(1) For a first conviction he shall be guilty of a felony of the third degree, punishable as provided in sections 775.082, 775.083, and 775.084; ~~by imprisonment in the state penitentiary for not more than 2 years or by a fine of not more than $1,000, or both~~; provided that if the first offense is the possession or delivery without consideration of not more than five (5) grams of cannabis, he shall be guilty of a misdemeanor of the first degree, punishable as provided in sections 775.082 and775.083, provided, further, that for the purposes of this subsection, the word cannabis shall not include the resin extracted from the plant cannabis sativa, L., or any compound manufacture, salt, derivative, mixture, or preparation of such resin.

Section 2B. In the event HB 935, introduced in the 1971 regular session of the legislature, is enacted into law, section 2 of this act will stand repealed and be omitted from the Florida Statutes. In the event HB 935 is not enacted into law, section 2A of this act will stand repealed and be omitted from the Florida Statutes.

Section 3. Chapter 404, Florida Statutes, is amended by adding a new subsection to read:

Notwithstanding any provision of the laws of this state relating to arrest to the contrary, a law enforcement officer may arrest without warrant, any person whom he has probably cause to believe is violating the provisions of this chapter relating to possession of cannabis.

Section 4. Subsection (5) of section 398.10, Florida Statutes, is amended to read:

398.10 Records.--

(5) The record of narcotic drugs received shall in every case show the date of receipt, the name and address of the person from whom received, and the kind and quantity of drugs received; the kind and quantity of narcotic drugs produced or removed from process of manufacture, and the date of such production or removal from process of manufacture; and the record shall in every case show the proportion of morphine, cocaine, or ecgonine contained in or producible from crude opium or coca leaves, ~~and the properties of resin contained in or producible from the dried flowering or fruiting tops of the pistillate plant cannabis sativa L., from which the resin has not been extracted, received or produced~~. The record of all narcotic drugs sold, administered, dispensed, or otherwise disposed of, shall show the date of selling, administering, or dispensing, the correct name and address of the person to whom, or for whose use, or the owner and species of animal for which sold, administered, or dispensed, and the kind and quantity of drugs, such correct name and address to be signed by the person or owner (in case of an animal) to whom narcotic drugs are delivered for the use of such person or owner. Every such record shall be kept for a period of two years from the date of the transaction recorded. The keeping of a record required by or under the federal narcotic laws, containing

substantially the same information as is specified above, shall constitute compliance with this section, except that every such record shall contain a detailed list of narcotic drugs lost, destroyed, or stolen, if any, the kind and quantity of such drugs, and the date of the discovering of such loss, destruction, or theft.

Section 5. Subsection (12) of section 398.02, Florida Statutes, is repealed.

Section 6. Paragraph (a) of subsection (13) of section 398.02, Florida Statutes, is amended to read:

398.02 Definitions

(13) (a) "Narcotic drugs" shall mean coca leaves, opium, isonipecaine, ~~cannabis~~ and every substance neither chemically nor physically distinguishable from them, and any and all derivatives of same, and any other drug to which the narcotics laws of the United States now apply.

Florida Statutes on Drug Abuse

CHAPTER 70-202

Committee Substitute for Senate Bills Nos. 349 and 634

AN ACT relating to education; providing for the drug abuse education act of 1970, establishing a program of drug, narcotic, alcohol and tabacco education; providing for the commissioner of education to administer the program pursuant to regulations of the state board of education; providing an appropriation; and providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Short title. -This act shall be known and may be cited as "The Drug Abuse Education Act of 1970."

Section 2. Definition. -As used in this act, the term "drug" shall include barbiturates, central nervous system stimulants, hallucinogenics, and all other drugs to which the narcotic and drug abuse laws of the United States apply. It shall also include alcoholic and intoxicating liquor and beverages, and tobacco.

Section 3. Purposes; intent. -The purpose of this act is to insure the development of a comprehensive drug abuse education program for all children and youth in kindergarten and grades one (1) through twelve (12). It is the legislative intent that this program shall teach the adverse and dangerous effects on the human mind and body of drugs and that such instruction shall be intensive and that it shall be given immediate emphasis, beginning with the 1970-71 school year. It is further the intent of the legislature that the voluntary services of persons from the professions of clergy, education, medicine, law enforcement, social services, and such other professionally and occupationally qualified individuals as can make a contribution to this program be utilized in its implementation so that the highest possible degree of expertise may be brought to bear.

Section 4. Administration of the comprehensive drug abuse education program. -

(1) The commissioner of education shall administer the comprehensive drug abuse education act of 1970, pursuant to regulations adopted by the state board of education. In administering this act the commissioner shall take into consideration the advice of the School Health Medical Advisory Committee of the Florida Medical Association, and is authorized to reimburse the members of this committee travel and per diem expense, as provided by law, when performing advisory services requested by the commissioner.

(2) Priorities for the implementation of this program shall include the following:

(a) The implementation of inservice education programs for teachers, administrators, and other personnel. Special emphasis shall be placed on methods and materials necessary for the effective teaching of drug abuse education. Inservice teacher education materials which are based on individual performance and designed for use with a minimum of supervision shall be developed and made available to all school districts. The "Triple T" or "Multiplier" concept shall be utilized in the implementation of inservice education programs in drug abuse education.

(b) Establishing resource centers located in various regions of the state for the purpose of assisting the department of education in coordinating drug abuse education activities in that region.

(c) Expand degree programs for the preparation of drug education specialists. Special attention shall be given to performance based criteria and to the development and articulation of appropriate drug abuse education courses at junior colleges.

(d) Design programs for the selection and training of school paraprofessional personnel and personnel of non-school health or health related agencies.

(e) Implementing the provisions of this act to insure that actual pupil instruction in drug abuse education will begin with the opening of the 1970-71 school year, as part of the curriculum of every elementary, junior and senior high school in this state.

Section 5. No teacher or school administrator employed by a nonpublic school shall be excluded from participating in inservice teacher education institutes or curriculum development programs conducted pursuant to this act.

Section 6. Any child whose parent presents to the school principal a signed statement that the teaching of disease, its symptoms, development and treatment, and the use of instructional aids and materials of such subjects conflict with the religious teachings of his church, shall be exempt from such instruction and no child so exempt shall be penalized by reason of such exemption.

Section 7. The state board shall adopt regulations to insure the teaching of drug abuse education to all pupils. Every district school system shall schedule drug abuse education courses a part of the curriculum of every elementary, junior, and senior high school.

Section 8. Nothing in this act shall be construed to authorize or require the teaching of sex education in any form.

Section 9. In implementing this act, every effort shall made to combine funds appropriated for this purpose with funds available from all other sources, federal, state, local, or private in order to achieve maximum benefits for improving drug abuse education.

Section 10. The commissioner shall, at least thirty (30) days prior to the 1971 regular session and each regular session thereafter, transmit to the members of the state board, the president of the senate, the speaker of the house education committees a report as to the status of the drug abuse education program together with any recommendations for further improvement or modification.

Section 11. There is hereby appropriated from the general revenue fund to the commissioner of education for use in carrying out the provisions of this act the sum of seventy-six thousand four hundred dollars ($76,400)

for the 1970-71 fiscal year which shall be added to and become a part of all other funds appropriated to the commissioner of education for the 1970-71 fiscal year.

Section 12. This act shall take effect July 1, 1970.

Approved by the Governor June 25, 1970.

Filed in Office Secretary of State June 25, 1970.

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Mental Health Digest. National Clearinghouse for Mental Health Information. National Institute of Mental Health, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20203. Although this periodical reflects the whole spectrum of mental health and presents a broad sampling of subject matter and professional points of views, there are articles dealing with specific aspects of drug abuse.

"Misuse of Valuable Therapeutic Agents: Barbiturates, Tranquilizers and Amphetamines." A Report by the Committee on Public Health, the New York Academy of Medicine. Volume 40, Number 12 (December, 1964) pp. 972-79. A study of the hazards of drug abuse with a review of historical approaches toward the problem as well as a list of remedies which can now be utilized to tackle the drug abuse problem.

"New Insights . . . Narcotic Addiction: Problems/Progress/Prognosis." Illinois Medical Journal. Volume 130, Number 4 (October, 1966). This journal contains the proceedings of the Illinois State Medical Society's Conference on Narcotic Addiction. Many different aspects of drug abuse are discussed with a view toward finding the best in each and many conflicting ideas and synthesizing them into a constructive program.

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Barbiturates as Addicting Drugs. (Publication of U. S. Department HEW, 1965 revised. Duplicated by and available from the Pennsylvania Department of Health).
This pamphlet points out the dangers of abusing barbiturates and the methods utilized to treat individuals who have taken too large doses of barbiturates.

Collection of Marihuana Papers. Bureau of Narcotics, 633 Indiana Avenue, N. W., Washington, D. C. 20226.
A collection of materials on different aspects of marihuana.

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A brief description of various types of drugs and some characteristics of drug abusers. Excellent as introductory reading material for students.

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Reprinted from Teachers' Resource Guide On Drug Abuse through the courtesy of: Pennsylvania Department of Health, Division of Public Health Education, Division of Drug Control

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